### THE AMERICAN

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THIS MAY BECOME NECESSARY

### From a Country Schoolmaster's Note Book

Frederick J. Ward, Brockway, Montana

The Appositive Habit.

Last week, Miss Mayes, the County Superintendent, was out to visit Dist. 101, Miss Korrie's school. Miss Mayes broke her car about a mile from the schoolhouse so she had to stay in Dist. 101 for two or three days.

The women gave an impromptu party for the superintendent the last night she was there. Everyone out there has been talking about it ever since,—not so much about the party itself,

as about the way the teacher acted.

She stood at the door,—so the story goes,—and whenever a woman came in she was introduced to the superintendent like this: "Miss Mayes, meet Mrs. Torp, nee Jennie Keyes. Miss Mayes is county superintendent. Mrs. Torp is the wife of John Henry Torp, rancher." Or maybe like this, "Miss Mayes, meet Mrs. Henrys, nee Gladys Hayes, now wife of Jim Henrys, formerly the wife of John Sands."

The women were naturally indignant. Three or four of them went to see Miss Korrie after-

wards and demanded an explanation.

"When I came here," Miss Korrie explained, "I was always introduced as Miss Korrie, the school teacher. Where I taught last year, they always introduced me as Miss Korrie, school teacher. Everywhere I have ever been they have introduced me as Miss Korrie, school teacher. The thing has grown upon me until I have what is known as the appositive habit."

I wonder what the superintendent thought.

#### United We Stand.

Last week we had a teacher's meeting over in Burbon County. Mr. Carver gave lessons in "Geography Since the War." Dr. Highman of Chicago delivered a very interesting series of lectures on "Country Life." Every morning we assembled for community singing and every night there was a banquet or a dance.

On Friday the election of officers took place. The presidency of the association was hotly contested. Miss Jeanette Killup ran against Mr. Carver who is principal of the Burbon County

High School.

Just after the election I met Miss Killup's assistant, who asked me if I had voted.

I told her that I had.

"I suppose," she told me, "you voted against Miss Killup."

I admitted that I had.

"You men are certainly narrow," she retorted with fine scorn, "You refused to support Miss Killup just because she is a woman. We women will never enjoy our rights until we learn to hang together."

#### Law and An Order.

Miss Bridget McInerney and her school board are at loggerheads. It happened this way: When she went out to District No. 95 last fall she found that there was nothing in the schoolroom for her to work with. They had never bought a bookcase for the library. Flash cards and seat work were unknown. There was a shortage of textbooks and desks.

Miss McInerney is a very energetic, fiery little Irishwoman with very definite views on what a country school should be; and her working material, or rather her lack of it, cut her to the quick. It is hard to get anything started in that district, for as in many others, the trustees are so widely scattered that they hardly ever get together. The teachers before this time had found it so hard to set the machinery in motion that they had given up trying to get any new supplies, altho they one and all agreed that working in District No. 95 was like pitching hay with a shovel.

Miss McInerney finally managed to get word to the school clerk that she needed some things. He sent back word that "Of course he was in favor of getting the teacher what she wanted,—but as he was not one of the trustees,—he would have to wait to see the other members,— and as soon as the board met he would take the matter up with them." Miss McInerney chafed at the delay and next week she walked three miles up to the Facey ranch to see John Facey about it. He said that of course he agreed with the clerk, but as he was only chairman of the school board he had no authority to act, but as soon as fall haying was done he would call a meeting to look into the matter.

About a week later another member of the school board went by the schoolhouse on the way to town and the teacher went out and stopped h.m. "Now see here," she said, "the clerk, the chairman of the board, and yourself are all in favor of getting me this material. Why can't you buy it when you are in town?" and she handed him a list of the things needed. "Well, I suppose I could," was the answer,

"Well, I suppose I could," was the answer, "but,—of course we haven't met yet and I would not really have any authority to buy things on

my own responsibility."

Miss McInerney turned away without a word, but there was a belligerent look in her eye. The next Friday, school was closed for the annual teachers' institute. When Miss McInerney was down at the county seat, she bought everything she needed and then some,—books, raffia, drawing paper, crayons, water colors, a desk bell, a new window pane, and what not,—a whole wagon load of stuff which the driver had trouble bringing back. It all cost nearly a hundred dollars and you should have heard the commotion when the clerk got a statement from the book store.

The school board met in high dudgeon. All they could talk about was this high act of presumption on the part of the teacher; and the more they talked, the madder they got. They adjourned about midnight after voting to meet again the next Saturday, to bring the teacher to account.

The people of the neighborhood got wind as to what was going on; and the following Saturday, a great crowd gathered at the schoolhouse to see what would happen. It was nearly as good as the state legislature when county seat fights are on. The school board agreed that the things the teacher had bought were perhaps necessary but nevertheless she had no right to buy things. They stood for acting according to law. "According to law," was a phrase used over and over that night. Miss Mc-Inerney made a very impressive talk, so her adherents asserted.

"There is no way," she said, "in which the clumsiness of country school administration is more manifest than in the buying of supplies. In District No. 95 the trustees live, all of them, from three to three and a half miles from the schoolhouse. I worked two months to get them together to vote my materials. I suppose I would be trying yet if I had not taken the shortest cut and bought them myself. And while they were doddering around, getting ready to make up their minds to meet, the children would be without seats, without even books to study from."

There were good arguments advanced by both sides. Both the school board and the teacher have a strong following in the community. So far, matters are about evenly balanced, and I should like to know how the affair is going to turn out.

A Measure of Success.

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Miss Jennie Hill taught the Bar K school last fall. She is a pretty little thing of about eighteen years,—one of those girls that have a way of laughing when they talk; sort of fluffy and easily rattled.

The pupils in the Bar K school are an unruly bunch of little cubs. To teach them calls for a great amount of firmness. In this respect, Miss Jennie was out of her element. The parents complained that she lacked force and dignity; that she was too young,—hardly out of her teens,—that she was insincere and boy-struck.

Matters came to a sorry pass, for the children did whatever they pleased. They drew cartoons of the teacher on the walls of the schoolhouse, argued loudly with her during school time, refused to live up to her rules, and I have heard that three or four little heathens threw stones at her on the way home one night.

The school board was in quandary. If they asked Miss Jennie to resign, they would be giving the pupils the idea that they could run any teacher out. On the other hand, if the board allowed things to go on as they had been going on, a year of schooling would be largely thrown away.

But Miss Jennie solved the problem. She resigned of her own accord. She went away and came back two weeks later,—the happy bride of Lars Larson, who lives about two miles from the schoolhouse, and who is one of the wealthiest and most respected young men in the country.

This caused quite a sensation in the neighborhood. There were many who were not pleased at all, altho I am quite sure that Lars neither knew nor cared what they said or thought.

I happened to stop at Larson's place one evening not long ago. Jennie seemed perfectly at home among her new duties. She hummed and sang snatches of song over the supper dishes while her husband and I sat by the fire, talking about the early blizzard and the shortage of feed in the brakes. Lars is a powerful, slow acting Viking,—not demonstrative by any means, but I noticed that now and then he would lay his pipe down on the arm of the chair and his eyes would follow Jennie as she went about her work. When it was time for me to go, he brought a steaming kettle of hot water for the radiator.

"You come back again," he invited, "I've got a nice girl to cook for us now."

I bel'eve he has.

#### The Melting Pot.

The Fairview School and the Ash Creek School are four miles apart. The teachers are cousins,—Harriet and Martha Kelly.

This fall they had what they called a "visiting day." One of Harriet's older boys borrowed his father's wagon and hauled the children of the Fairview School up to the Ash Creek school. There they had speaking, games, a picnic, and a general "get together."

Everything was going off well. A number of parents from both districts came to hear the exercises and to meet their neighbors. They all agreed that such "doings" were a fine thing.

But along toward evening little Milt Hammer, aged seven, and Frankie Turner, aged six and a half, got into a fight. They pummeled, scratched, and kicked at each other until their horrified teachers rushed in to part them.

Mrs. Turner vows that she will never let her child go off on a fool trip like that again. Mrs. Hammer is shocked to think that one of the visiting pupils would pick a fight out of her boy,

(Concluded on Page 121)

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### Existing Educational Inequalities

Fletcher Harper Swift, College of Education, University of Minnesota

It may be startling, but it is nevertheless true, that at the present moment education in the United States is neither universal nor demogratic nor free.

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That it is not free might be shown by presenting evidence from several of our states. One will suffice. In the year 1917, \$484,054.00 of the current revenue used to support schools in Alabama was derived from fees required of students and from the gifts of patrons.

That it is not universal is shown by the thousands upon thousands of children found in almost every state of the union who are being deprived of the opportunity of even an elementary education.

That it is not democratic is shown by the inequalities in educational opportunity to be found not only in every state in the union, but existing within the same counties of the same state.

#### Racial Divisions of South.

Even more striking than these sectional inequalities are the inequalities we discover when we consider the racial division of educational opportunities in our southern states. In South Carolina,1 in 1918, the maximum average annual county expenditure per white pupil in attendance was \$48.06; the minimum, \$15.92. The maximum average annual county expenditure per negro pupil in attendance was \$12.75; the minimum, \$1.36. In Alabama, in 1917, 78 per cent of the white school census was enrolled in school and 47 per cent of the negro school census. Fifty per cent of the white school census was reported as attending school; 29 per cent of the negro school census. The average number of white children of school age per teacher was 53; the average number of negro children per teacher was 130. The average annual salary of women teaching white children was \$363; of women teaching negro children, \$152.

We need not, however, go to the South for evidence of existing inequalities in educational opportunity. They are to be found in every section of the United States and within every state. In Massachusetts, in the year 1918, the school year in Brockton was nearly ten months. The school year in Somerville was nearly two months less than that of Brockton. In Colorado, in 1915, the annual expenditure per child enrolled varied from \$77 in San Juan County to \$21 in Costilla County. A recent study of the schools of this state shows that during a period of eight years the average length of the school year varied all the way from 167 days in Crowley County to 98 days in Baca County, and the average monthly salary paid to teachers, from \$81 in Gilpin County to \$39 in Washington County.

#### Inequalities in the North.

That the Middle West is no less free from the charge we have made than the East, the South or the far West is shown by the inequalities in educational opportunity which we find in Illinois. In the year 1918, the school term in Cook County and Lake County averaged nine months; in Pope, six and six-tenths months. The average annual salary of all teachers varied from \$1,340 in Cook County to \$308 in Pope County. The average annual expenditure per pupil enrolled in one-room schools

varied from \$36.45 in Marshall County to \$6.50 in Hardin County; the average annual expenditure per high school pupil enrolled, varied from \$282.42 to \$20.24.

It is unnecessary to present further evidence in support of the charge that educational inequalities are not only thoroly unjust but ominous to the future of democracy. That these inequalities must be eliminated and that the United States of America must make educational opportunities universal, free, and equal is a proposition which needs no argument. The remedy for the situation is two-fold: first, the revenues provided for schools must be vastly increased; second, the antiquated, unjust, and disastrous methods of apportioning state aid which are now employed by the great majority of our states, must be abandoned for methods and systems of apportionment based upon sound political, economic, and educational principles. The present article can undertake to discuss only the first of these two phases of the prob-

#### Timely Determination of Needs.

It is not enough to say that our schools need vastly increased revenues. We must ask very definitely how much money is needed to make educational opportunities universal, free, and equal. The answer to this question is, "No one knows." Nor do our present state systems include the machinery necessary for ascertaining this knowledge.

A sound and effective system would provide some means by which to determine in advance how much money will be needed to guarantee, first, that every child of school age shall be in school, and, second, that the quality of instruction and the character of school facilities provided for every student shall be worthy and adequate.

#### Estimating the Cost.

The steps to be followed in establishing a system of common school finance are the same as those to be followed in financing any other enterprise. The first question to be determined is, what projects is it desirable shall be maintained? In the present case this would mean, what number and types of schools, classes, school officers, and educational facilities is it desirable shall be provided at public expense? Having decided this question on the basis of what is desirable, the next question is, what will be the cost? The answer to this question must be worked out by educational and financial experts, who in determining it will have due

<sup>2</sup>The national significance of education and the inequalities, educational and economic, existing among our states, undoubtedly argue logically for a system of federal aid. But the present article is not concerned with such a policy save to recognize its soundness and ultimate necessity.

regard to variations in cost arising from variations in the conditions existing in different sections of the state.

After our experts have informed us of the amount of money required for financing all descrable projects, we shall yet be obliged to answer the question, can we afford to finance them all? In order to answer this question, it will be necessary to determine from what sources, federal, state, county, township, and district, school revenues shall be derived, and then how much money for schools these combined sources will yield. Altho each of these problems is too difficult and too complicated, to attempt even to outline a solution here, certain general principles may be noted.

#### Dealing With School Budgets.

The school budget of the state should no longer be dealt with as a separate and distinct thing. New and unprecedented demands for larger public revenues are being made by nation, state, and local community,—more money for roads, more money for army and navy, more money for agriculture, more money for public improvements, and more money for schools. Either the public purse is that of a Fortunatus or else there are limits beyond which we cannot tax property and incomes without undermining the foundations of our prosperity.

It is a well known fact that at the present time no reliable statement of the financial ability of our states could be given. It is equally well known that before any exact statement could be formulated, it will be necessary to change radically existing methods of evaluating and taxing property. The unsatisfactoriness, injustice, not to say frequent dishonesty, attending existing systems of taxation and the need of reform are matters of common knowledge on the part of all who have undertaken any study of public finance.

The total revenue which can be raised from all sources for all public enterprises having been determined, it will then be necessary for some supreme state authority to decide what quota of the total shall be allotted to schools and what quotas to other public undertakings.

We may now consider that we have before us two sums x and y. X represents the total cost of maintaining all types of schools, classes, studies, educational officers, educational machinery, and facilities deemed desirable; y represents the total amount of revenue available for education. If y equals or exceeds x, then we may proceed at once with the disbursement of y, but if not, then we must frankly eliminate from our list of educational projects whose cost composes x, a sufficient number of projects to make x equal y.

#### Financial Ability of States.

It is the writer's belief, as it is that of large numbers of people, that there is not a state in the union too poor to provide a complete system of free education from kindergarten to university, but this belief must remain an assumption until facts have been presented which warrant it.

But unquestionably, the time has come when every state should consider whether it has not abundant wealth to care for all desirable educational projects, but if not, whether the state shall not cease to attempt to support some of the educational projects entered upon until the instruction and educational facilities provided in thousands of her elementary schools are no

<sup>1</sup>It has seemed undesirable to burden the present article with footnotes indicating the source of the data presented. All data are taken from official documents and are, therefore, verifiable.

longer of a character to constitute a public dis-

Moreover, despite the fact that the elementary school has from the beginning remained the pauper child of our systems, one state after another has seen fit to tap for the benefit of the high school revenues derived from funds, the original intent of which was undoubtedly to provide elementary education.

Any attempt to determine either the limit of public revenue which may be derived from all sources, or the proportion of the same which should be furnished by nation, state, and local units must be preceded by a definite classification of the sources from which such revenue is to be drawn.

This classification will be based on the classification of the unit or units to which such sources are to be assigned as revenue-producing sources. Shall the state and district and all intervening units be allowed to derive the major portion of their school revenue from taxes levied on real and personal property? Shall the state and possibly its component political corporations, counties, towns, districts, and municipalities, each in turn, proceed to impose income taxes after the federal government has levied a tax on the same incomes? Either there must be a division of sources of revenue or a definite agreement between the taxing units as to the total rate and a pro-rata division of rate and proceeds upon the basis of the share of the burden each is to bear.

It may be urged that such a program, tho sound in principle, will prove exceedingly difficult, if not impossible, to effect in view of the number and variability of the units, factors and conditions involved. But we are concerned here primarily with presenting a program based upon sound principles believing that the public of America is rapidly awakening to the fact that the time for temporary expedients is past and can be trusted to discover ways and means whereby to put into operation any program essentially sound.

#### Apportionment Between Units.

The acceptance of any such program brings before us another fundamental problem, namely, what proportion of the cost of any public enterprise should be borne by the nation, by the state, and by the local community respectively? The answer to this question will be determined by the answer to two other questions, namely, first, to what extent is the enterprise under consideration, a national, a state, or a local enterprise; second, to what extent do the inequalities in financial ability, in understanding of, and in zeal for the enterprise require that it be supported and controlled by superior political units.

In the case of our public schools, altho a complete solution remains to be worked out, the answer may now be stated in general terms. That education is a national and not merely a state concern no one who realizes the significance of education and who is familiar with present conditions would deny.

But however true this may be, the fact remains that by our federal constitution education is one of the functions reserved to the states. It follows, therefore, that the public schools are distinctly state, not national, nor local institutions. In the light of these facts, we may say that the state should assume whatever degree of control and support is necessary to equalize, as far as possible, educational opportunity.

At the present time, 77 per cent of the total revenue for schools in the United States is derived from local taxation. In Massachusetts over 97 per cent is furnished from this source.

A system which entirely ignores local support and control would suffer from lack of local interest, direction, and guidance.

It is undoubtedly true that neither the support nor the control of our public schools should be taken over entirely by the state. It is equally true that equality of educational opportunity will never be secured until the state provides, supports, and controls those factors upon which equality primarily depends and which therefore be termed the minimum essentials of educational equality.

#### Uniformity in Compensating Teachers.

It is well known that teachers' wages constitute the largest single item of school expenditure in every community, and also that as is the teacher so is the school. As long as communities are permitted to determine individually what salaries they will pay to teachers, so long the majority of them will center their interest upon getting the teacher who will work for the lowest wage.

Place upon the state the entire burden of providing teachers' salaries, and the responsibility of determining what such salaries shall be and existing conditions will be immediately reversed. Each community will endeavor to secure the best trained and most capable teacher available, and will be eager to pay the full wage that the state allows. Evidence of the truth of this statement could be furnished from states in which the salaries of teachers of agriculture and of other special subjects are furnished by the state.

Undoubtedly, the factors which next to the number and quality of teachers employed determine to the largest degree the equality or inequality of educational opportunity are the adequacy of supervision, of general administrative control, and of the apparatus directly related to instruction, including such materials as textbooks and laboratory apparatus. Let the state provide, support, control, direct, and equalize these factors, and our present chaos of educational inequalities will become immeasurably diminished.

#### Standardizing School Buildings.

Almost as universal as the lack of local enthusiasm for increasing teachers' wages is the much greater ease with which communities can be enthused over the project of erecting and maintaining a school building of high stand-Let the state establish a scale of minimum standards which local communities must meet in the fields of educational enterprise delegated by the state to the local units. Then place upon local units the responsibility of meeting these standards. The more important items of expenditure which would be left by the system we have proposed to the local communities would be the providing, furnishing, repairing, operating, and maintaining of school buildings. The local community would consequently be responsible also for the cost of fuel, water, light, power, repairs, insurance, playgrounds, and play apparatus.

Such a division of school burdens and responsibility between the state and the local communities having been agreed upon as just and necessary, we may now inquire what per cent of the total cost of public education will such a policy as we have proposed place upon the state, and what per cent upon the local community?

Those who have undertaken to answer this question thus far have failed for the most part to present any principle upon which an answer might be based. In a number of bulletins and monographs, it has been suggested that the state furnish approximately one-third of the total revenues required for public schools.

It would be just as sound a priori to suggest

one-half or one-tenth. It is unnecessary, however, to be satisfied with an a priori or arbitrary answer to this question, for we can arrive at a scientific answer by determining what per cent of the total cost of public education those items of public expenditure which ought to be borne by the state constitute, and what per cent those items which ought to be borne by the local units constitute.

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Taking Illinois as an example, we find that in the year 1915-16 the total expenditure for common schools was something over forty-two and five-tenths millions of dollars. Of this total, approximately 62.35 per cent was expended on general control, instruction and certain auxiliary agencies related to instruction, such as pupils' attendance and equipment for instructional purposes; 37.65 of the total expenditure was for objects we have reserved for local support.

This division of cost is approximately the same as that for the entire United States. In the year 1916, of the total moneys devoted to public schools in the United States 61.39 per cent was expended upon teachers' salaries, textbooks, and other expenses of instruction and general control; 38.61 per cent upon new sites, new buildings, equipping, maintaining, operating school plants, and certain miscellaneous items of the same general classes of expenditures.

#### Supreme Authority and Responsibility.

It is inevitable that the percentage of the total school revenue devoted to the purposes of instruction and the percentage devoted to buildings and maintenance will vary with the state and with the varying educational conditions and needs of the individual state. Upon the basis of the present conditions, it seems safe to say that the proportion of the cost which should be borne by the state should range between 65 and 75 per cent.

But were every school in the United States provided with a properly trained and properly paid teacher, adequate supervision, apparatus and other state provided facilities, the percentage of total expenditure to be borne by the state would be much larger. Exactly what per cent it would be under these circumstances cannot be even roughly estimated. It is possible it might constitute 85, 90, or even 95 per cent of the total expenditure for public schools.

It will be urged by some that to place 75 per cent of the responsibility for the support and direction of our public schools upon the state would be little less than revolutionary. To this we reply, that only the most radical reform can overcome the flagrant inadequacies and inequalities existing in the school situation in practically every state in the union, and that further, as long as our schools continue to be to all practical intents and purposes local institutions, notwithstanding laws, decisions of the supreme court, and pronouncement of educational theorists to the contrary, so long will educational opportunities remain tragically undemocratic and criminally unequal.

If public education is indeed a concern of the state and if public schools are to be state institutions in truth and in fact, then let the supreme authority assume the supreme responsibility. Generations of local support and local domination find the richest nation on the earth denying multitudes of her children any educational opportunity whatever and herding thousands upon thousands of others in dismal and insanitary hovels under the tutelage of wretchedly underpaid and proportionately ignorant, untrained, and negative teachers. Such is the outcome of local support and local domination.

### Relations Existing Between Superintendents and School Boards in Iowa—IV

S. W. Johnson, Superintendent of Schools, Brookings, S. D.

(Continued from March Issue)

## DIFFICULT PROBLEMS FOR SUPERIN-TENDENTS IN RELATION TO SCHOOL BOARD.

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An effort is made in securing the data for this paragraph to determine the problems of much difficulty to superintendents. One hundred and forty-two superintendents checked this list out of 149 replies. See table XI for data.

Taxes-From the report of superintendents, taxes receive the second highest rank for first place among difficult problems. Possibly our recent demands for additional work in education and financial conditions, brought on by the war, may have something to do with placing this problem rather prominently.

Taxes are fundamental for a school system, and superintendents indicate the prominence of the question in the reply. Finance offers an opportunity for suitable buildings, materials, skillful teachers, equipment, sanitary conditions in school and supervision of the various school activities. It may be said that good finance will make a good school. Many excellent school systems are not able to maintain their efficiency long after sufficient funds are withheld. Pupils are not ranked with much emphasis as a difficult problem. The distribution is from first to ninth place. The median rank is three.

Superintendents who have normal conditions, usually find very little difficulty in managing Young people in Iowa have an inchildren. heritance that is desirable in education. Literacy is a high percentage.

Janitors—Janitors seem to be a prominent coblem with many superintendents. The quesproblem with many superintendents. tion ranks high. Of the 38 reporting on this question, 32 have placed the problem between first and fifth places. Eleven superintendents place this problem first; more than one-half of the reports rank the problem first or second. There is much that should be done in a school system to increase the efficiency of janitors that cannot be discussed in this thesis, but the janitor's position should be considered more highly than at present. Thru his branch of school service, many fundamental problems of health are of great consequence. The cleanliness and comfort of a school building increases the efficiency of teachers and pupils greatly.

Supplies—The question of supplies is not of great importance, judging from the ranking of superintendents. There is not much in question about this, providing the school system is properly supplied with working material. If school boards are efficient in the matter of supplies, a superintendent is relieved of that responsibility. all the viewpoints, a superintendent should be in a position to know the material which he needs, and be the purchasing agent in a system of schools where his time will per-

Buildings—The question of buildings is ever before us. The recent awakening in education has made demands for better buildings and modern systems that bring this problem prominently before every community. Eleven reports place the question first.

#### The Teacher Problem.

Selection of Teachers-From the ranking of this question the superintendents in Iowa feel the seriousness and importance of the teacher problem. Thirty-nine reports place it first, second or third. Of the 49 reports but ten of them place the teacher problem from fourth to twelfth. This reveals a very satisfactory view-

Rei	signed by Super-																	
	tendents.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	Taxes																	
2.	Pupils	6	4	3	1	1	5	1	2	1								

TABLE XI. Relative Importance of Problems Met by Superintendents.

	tendents.	1	2	3	4	5	0	7	8	9	10	11	12	13	14	15	16	17	18
1.	Taxes	23	7	2	4	2		* *			* *								
2.	Pupils	6	4	3	1	1	5	1	2	1									
3.	Parents	10	7	4	4	5	4	1	1	1				1					
4.	Janitors	11	8	7	4	2	* *	2		1	1	1		1					
5.	Supplies	3	5	3	1	3		1		2									
6.	Buildings	11	3	2	3	1	1	* *			1	3	1						
7.	Selection of teach-																		
	ers	19	12	8	2	2	3	1				1							
8.			3													1			
9.	Course of study	3	3		4.0						1								
10.			25	8	5	1					* *	* *	1		1				
11																		-	
	teachers	1	2	4	1		2	2	1				1		1	1			
12																-			
	board	6	6	1	1		2	1	1	1			1		1				
13																			
	school	7	10	5	5	4	2	1			1					1			
13		,	-				_									-			
	the home, but																		
	influencing the																		
	school		12	5	4	6	1	4	1			1		1			1		
15	. Selection of text-			4,5		0													
10	percentant or ceve.											-							

of second importance by seven superintendents, etc.

point from the superintendents. They realize their problem, and from this report, wish to meet it. No superintendent may hope for efficient and successful school work who does not have a school staff of the right quality. No element of the public school system is of greater consequence than that of the teaching

Are School Boards a Problem?-Four rather typical quotations from the replies of superintendents are given in discussing this question of school boards:

"I am returning your questionnaire answered to the best of my ability. I hope it will be of some help to you. I should be glad to hear the results of your investigation on this particular subject. I have wondered sometimes, 'Why is a school board anyway?' and have often been puzzled whether to classify the board with the liabilities or the assets of the system. I am sure of one thing at least, and that is, that all the boards I have had anything to do with have come far short of their opportunities for real service.

"My board does not take a great interest in the school. Whether this is due to indifference, or that they recognize the superintendent as the real administrator, it is difficult to say. Perhaps it is a little of both. Up to the time we began new buildings the board met, not over three times a year.

"I have not had a school board member in the buildings while school was in session in eight

"To meet once in three years at the regular time for selecting the superintendent."

"Your effort along this line is timely, and I hope you will find a way to improve the methods found in so many places."

These quotations are indicative of quite a general feeling on the part of superintendents. Superintendents have spent years in training for their work, and most of them are superintendent specialists. The school board problem confronts them with no little concern. men it is a question of securing as much cooperation from the school board as possible, and to have as little conflict with them as he

It is not alone the community interests in education which a superintendent must consider, but how much his school board will permit him to do. As the report indicates in other sections of this subject, the question of selection of directors is of little consequence to the community. The school board organization and method of procedure are subjects of very serious consequence. If a desirable man becomes president of a school board, he will have a wholesome influence over every department of a school. If a weak, inefficient, selfish or meddlesome man has the control of a school board, the results are generally precarious.

Course of Study-The course of study is not a problem of serious consequence to superintendents. Those who know how to handle this problem do not realize the emphasis that should be placed on a course of study and therefore have given it low ranking.

Judging from the courses of study found in most schools, there is need of more appreciation for this subject in relation to its efficiency in

#### Teachers' Salaries.

Salaries of Teachers-The question of salary is the paramount problem for superintendents in Iowa. Of the 63 replies, 49 of them rank this problem first or second. The present disturbance of social and educational affairs may have placed this problem more prominently than we might anticipate under usual conditions. Adequate salaries can only mean desirable teachers.

Assignment of Teachers-Assignment of teachers has but little prominence for superintendents. The replies are distributed without much emphasis upon the order of importance; they rank from first to fifteenth place in im-

Organization of School Boards-The organization of school boards is of about the same consequence as the question of school boards. There is possibly a close relation existing between those two questions and in many respects they are quite inseparable.

Social Activities in School-Social activities a serious problem in many communities. Either school authorities, or the community have not been disposed to understand each other for the greatest harmony and best results in a school system. Social activities in many schools have become an asset to the morale and educational inspiration of the entire system. Where activities of a social nature are prevented, or too bitterly assailed, the reaction from this is too frequently to the detriment of the school system.

Home Activities-Superintendents, from this report, evidently find "School Activity in Home, but Influencing the School," a very serious problem. Of the 56 replies, 37 place this problem first, second or third. It is evident that the home does not understand the viewpoint or the purpose of the school. If there were a satisfactory understanding of this problem, the home and school might act to the advantage of both. Possibly some superintendents are going too far in their desire to control pupils in the home. The school should be the paramount problem while it is in session.

School activities should conform to the efficiency and needs of the school system. contrast with this, superintendents should not forget that there is a place for play in the life of young people. The home should be, in a large measure, quite free to use unemployed hours for recreation and amusement.

Books-Selection of school books is not a problem of serious consequence to superintendents. The reports indicate that most communities are evidently working in harmony and mutual understanding of this problem.

Indifference-One superintendent reports that his most important problem is to overcome the indifference to education in both town and school.

#### General Questions.

A list of general questions was asked the superintendents similar to those of school boards in order to secure some data that would reveal the overlapping if there were such. A comparison of data on each section reveals the views of both superintendents and directors on these For data on this section see table questions. XII.

Do School Boards Request Reports?-From this report more than fifty per cent of our school boards do not request reports from the superintendents at any stated time. This is an interesting fact. From the standpoint of business, is there any other business or occupation where so much money is used with so little record of every outlay and return by a board of directors? Possibly the superintendent is much at fault in this situation and is deserving of criticism for not taking more interest in presenting the facts of his school to the board and educate the board and community to expect and insist upon an intelligent report of the school situation at regular intervals. The school board is not to be free of criticism for having such a loose or careless way of school direction. The community at large does not reflect a proper interest in their schools if they are willing to accept such reports of school as may come from children or club members, or rather accidental pieces of gossip.

In fact, the powers of superintendents are so loosely defined that few laymen may understand what they are doing, or what is being done in the school unless some systematic report is given. The field of activity in education is so large that even the clearest minds may not see the aim or purpose for which the school is working. It is not surprising that many excellent people are unable to feel a satisfaction in the advancements of the school. If superintendents and school boards were compelled to make reports to the community along certain definite prescribed lines, the function of each could be improved to the advancement of educational interests, and for a better standard of supervision

#### SCHOOL BOARD JOURNAL

TABLE XII. General Questions.

		N	umber	Per Cer	nt Numb Nega Repli	er
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		YES.		Caren	Cases. C	OL
	1.		Cases.	Cases.	Cases. C	ases.
	1.		50	39	78	59
	2.	quest reports?	99	99	10	52
	4.	Superintendent				
		nominates all	77.0	=0	0.1	40
	9	teachers?		52	61	40
*	3.	or annual and the second				
		to make improv		4.57	50	0.0
		ment?		47	58	38
	4.	w - er con a management Pro-				
		sonal application				
	_	to board?	79	53	53	35
	5.	Religious prefer-				
		ence influence				
		board?		43	60	40
	6.	Who selects text-				
		books?				
		(a) Board and				
		Teachers	4	3		
		(b) Board	5	3		
		(c) Superinten	d-			
		ent	55	37		
		(d) Teachers .	1	.6		
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		ent and Teac				
		ers		23		
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		ent & Board		16		
	7.			2.0		
		could aid you				
		more?				
	8.	Respects boards				
	0.	aids most?				
	9.		* *			
	3.	rank board?				
				0.4		
		(a) Excellent.		24		
		(b) Good		35		
		(c) Fair				
		(d) Incompete		8	447717	
		149 replies out of 1	49 Ques	stionnai	res "B".	

and instruction, and also for a clearer view of a school board's relation to the system. There are in Iowa far too many of the fair-weather type of school director. A school board member should be compelled to contribute some positive activity to education in order to hold his position as director. Many are satisfied to hold office as long as nothing is demanded of them, and they must make no contribution in the way of service, courage or decision. If school directors were compelled to report to the state department or county superintendent upon their positive action for educational advancement in the community, much of our overlapping and misunderstanding between board members and patrons, between directors and superintendents and teachers, and also lack of harmony between teachers and superintendents could be remedied. It is important that each shall do his part as that each shall know what the other must do.

The destiny of much of our democracy and the choicest inheritance of a civilization are in the safe keeping, to a large measure of our school boards. Few duties in the government of Iowa, are of greater importance and far reaching than those devolving upon school boards. The consequences of the wisdom of school boards are for the final safety of the very foundation of the American Government. What a tragedy, when we think of the educational trust that is placed in the hands of so many men who view lightly the responsibilities of their almost unlimited authority! ficient superintendent will welcome the closest investigation and scrutiny of his work. School board members should feel a pleasure in the results which they have accomplished, and be able to show this result to the patrons of the community at stated intervals.

#### The Nomination of Teachers.

Who Nominates Teachers?-In 52 per cent of the replies, superintendents nominate all teachers for election. In 40 per cent of the cases, the school boards provide for this without the superintendent. Possibly no more valuable service can be secured from a superintendent than his judgment of teachers. Next to the funds of a school, few problems are of greater importance than the corps of teachers. If any one in the school system should be a specialist in this respect, it is the superintendent. From his viewpoint of the school, his experience, and for the morale of the school, the superintendent should select the teachers who are to be used in the system. It is necessary that somebody be held responsible for good teachers, and in every school system. No more "log-rolling" and courting of favors from some friends should be inflicted upon the youth of Iowa.

If no other plan is devised, a law should be enacted making it the duty of a superintendent to nominate all teachers for the school system. This does not mean that a superintendent may be arbitrary, but it will give him more responsibility, and a greater concern for the advancement of each teacher. Nothing can be of more injury to a school system than to promote teachers on the basis of favoritism or pull. Some one should be held responsible for every act of this No broad-minded teacher wishes anything but fairness in her promotion. If teachers may feel that they are secure in their positions as long as efficient work is done, the school system will be greatly benefited. Destroy the promotion of unworthy teachers, and the favoritism of pull, and the cancerous growth that is a blight on many school systems will be re-

Does the School Board Request Improvement of Teachers in Service?-Forty-seven per cent of the replies indicate that teachers are required by some authority of the board to make improvement in service. Thirty-eight per cent are not. This is an interesting situation. Either 38 per cent of our teachers have reached maximum efficiency, or are not doing what should be reasonably expected of them. In every system in Iowa there is room for professional growth of teachers. The growing teacher is the best teacher.

One superintendent replies: "No, some have taught here for 30 to 40 years without training.

To Whom Do Teachers Apply for Positions? -In 53 per cent of the schools in Iowa, teachers make application to board members. In 35 per cent of the schools, they do not. It is better, by far, to have teachers make personal application to board members, than not to have the personal application, but this whole question can be settled by raising the question of the superintendent's place in the school system. Why have a superintendent if he is not to assume the responsibility of this important question? If he is not a competent specialist in the question of selecting and supervising teachers, it would be interesting to know just why training, scholarship and responsibility should not count for more than the absence of it in service to the school system.

A report is quoted: "A meeting is called where board, teachers, and superintendent gather to discuss election of teachers.'

Religion—Forty-three per cent of our schools show a religious preference in the selection of teachers. Forty per cent do not.

Who Selects Textbooks?

Board	and	t	ea	10	h	e	r	3 .		0		0		0	0		0	0	۰		0	0		0	0	0	0	0	0			0	0	0	4
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#### How to Aid.

How Could Your Board Aid You More Than It Does at Present?-Replies to this question can be best stated by direct quotations:

By cooperating. The committees. Spend money. Visit schools. Cooperate. Keeping still, Interest.

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More system.
More vital judgment.

Cooperation. Support school administration. More conferences.

Become more interested. Visitation and consultation. Pay expenses to N. E. A.

More interest in school. By speeding up gymnasium. Give more supervising power.
General touch with community.
Allow me choice in selecting teachers.
Visiting schools and taking more active in-

terest.

By being more careful who is on the board. Visit school and take more active interest. By letting me be the superintendent. They cannot see a purpose when it is pre-

sented.

By paying better salaries and getting better teachers.

Put more in charge of superintendent. Help the superintendent get consolidation. Better understanding of educational problems. By getting rid of secretary of board and good

ianitors. Stand behind superintendent in all school mat-

By having regular meetings and attending to usiness on time.

Better salaries; higher requirements for newly

By adding sufficient room and providing living rooms for teachers.

The following request for authority reveals a very happy outlook for the public schools.
(1) Give superintendent more power in se-

lecting teachers.
(2) Show more desire to get acquainted with

real problems of school administration.

By laying down some stringent rules governing social activities of our school and helping enforce

How does your board aid you most?

Cooperation. In all respects. Backing up discipline. Not very much help. Support in all attempts. Willing to accept my judgment. Payment of salaries. By giving me full control. Stand back of school board.

By trying to do as much as they can for teach-

ers.

Do not interfere with my work as superintendent of schools

By upholding without question the policy of the school. Our board is made up of the best men in the

Visiting schools, allowing superintendent to

assist in selecting teachers.

Good backing in all questions within reason

By its hearty cooperation on all school prob-Backing up superintendent in discipline, tak-

fing his recommendations.

Furnish supplies, pay salaries, are eager to help but too ignorant.

They back me up in almost everything.

(Boards can get only an unsatisfactory idea of superintendents if they always employ young men who change for a "better" position every year or two at most. School boards have some faults in this matter and likewise, superintendents are reaping some evils of their own making).

Cooperation and following all recommendations.

Loyal support of all school activities.

Cooperating with superintendent in adopted policies.

Work in harmony with superintendent.

Supplying necessary equipment. By placing full management in superintendent's hands.

Generally grants the equipment that I want. By cooperating in cases of discipline.

#### SCHOOL BOARD JOURNAL

Willingness to do anything asked. As a rule will sanction our work. Cooperates in practically all of my efforts. Backs up every decision made by myself, Backing up practices of superintendent. Keeping order and attendance.

Upholding the policy of superintendent. They cooperate in practically every way. Stands "pat" for what is best interest of the

Allowing me perfect freedom in administrative office

By supporting me in all my work.

Selecting teachers and supplies. Carry out reasonable recommendations on co-

operating with superintendent.

Do not attempt to interfere Do not attempt to interfere and act beyond their knowledge and ability.

Constant support and confidence in manipula-

 By refusing students to indulge in social activities during the school week.
 By showing that they want the best school obtainable.
 By giving me a free hand in selecting teachers and taking my advice in all professional matters. By encouraging growth and acquaintance of educational practices.

By making the superintendent executive head and in standing squarely back of this.

Good intentions thereby accepting my sugges-

tions in good faith.

After considering my recommendations, generally adopt them, demanding that we have good teachers and willingness to pay for services.

In giving support in discipline and allowing a see hand in selecting textbooks.

Good teachers and supplies. By staying away. Pay my salary. Advisory capacity. Cooperative. Support. Supplies Cooperation.

By loyal support.

This list of statements speaks in the highest terms of the unselfish service of many highminded men from every section of Iowa.

Ranking of School Boards-In this report 37 school boards are checked as excellent; 53, good; 17, fair; 13, incompetent. Twenty-four per cent of the school boards are rated excellent. Fortyfour per cent of the school boards are rated as good; eleven per cent as fair, and eight per cent as incompetent.

Judging from this report, school boards are evidently contributing to the educational interests of Iowa. Some allowance must be made in all cases for personal feeling favorable or against school boards. It is evidently safe to conclude that there are more good school boards in Iowa than poor ones.

The mistakes or failures of the public school system in Iowa have been considered in this thesis from the view that information can only bring about the appreciation of possibilities in public education.

#### Recommendations.

Superintendents-Superintendents shall have the following duties fixed by law in Iowa.

First-The superintendent of schools shall be the state official who represents the educational interests of the state and nation in all questions pertaining to education not defined or designated to other authorities.

Second-The superintendent shall make reports to the State Superintendent of Public Instruction showing:

(a) The sanitary conditions of all school buildings in the district.

(b) The compliance with school laws in school attendance.

(c) The progress of modern method in instruction.

(d) The professional growth of teachers.

(e) The violation of law by school officials.

(f) The past achievements and the future proposals for progress.

Third-The superintendent of schools shall have authority to enforce all school laws, and shall use necessary civil officials in the exercise of this duty.

Fourth-The superintendent shall have a legal status in Iowa to be based upon educational qualifications consisting of not less than a B. A. degree from a standard college or university, and a successful experience of not less than two years in the public school.

Fifth—The superintendent of schools shall nominate all teachers in the school system in which he is employed. State aid shall not be received by schools failing to comply with these requirements.

Sixth—The superintendent shall recommend to the board of education any changes in books and supplies which are deemed necessary, and specify those which are needed for the school.

Seventh—The superintendent of schools shall make, or cause to be made, such changes as are necessary in the curriculum and courses of study from time to time.

School Boards-Legislation stating the qualifications of school boards and their duties is desirable. (Concluded on Page 121)



COUNTING THE SCHOOL CHILDREN IN THE BALKANS.

Red Cross men are taking a school census in behalf of the Junior Red Cross of America. Sick children received medical treatment and those in rags received gifts of warm clothes. A school census in Montenegro showed that 50 per cent were diseased. The Red Cross school census was the first ever taken in Albania. Counting the boys and girls resulted in increased school attendance in the Balkans.

### A Common Sense Basis for Paying Teachers

J. E. Bullard, Eden Park, R. I.

Most of the trouble and discomfort that has resulted to the salaried class of people, more especially the class which is paid from public funds as school teachers are, is due to the way in which we look upon the dollar. It is not because the dollar buys less today than it did six years ago or at the time present salaries were established that matters so much as the fact that we do not recognize the instability of the dollar when salaries are first set.

If we went to the store to buy a dozen oranges and received only six we would take measures to force every dealer to give twelve for a dozen. We will not permit retail dealers to give less than 16 ounces to a pound, eight quarts to a peck, and so on thru all the weights and measures. We even go so far as to maintain standard weights and measures at the Bureau of Standards at Washington and insist that all the weights and measures used in the country conform to these standards. This means that our weights and measures are uniform. They never

Uniformity of Standards.

An hour is always one twenty-fourth of the time required for the earth to make a complete rotation upon its axis. A year is the time required for the earth to make a complete revolution around the sun. A degree of temperature on the thermometer varies only with the different methods adopted in dividing the heat range between the freezing and the boiling point of water at standard barometric pressure. We insist upon having all of these measures constant, uniform and accurate. We could not get along unless they were maintained in this way.

When it comes to money, however, we find an entirely different situation. Years ago gold was adopted as the standard or basis of money, because it was thought that it would change in value no more than a standard yardstick. Since then, however, we have discovered that gold is constantly changing in value. Furthermore we do not really use gold for money.

Gold is deposited in the United States treasury and paper money or promises to pay are used instead of the gold for the purpose of money. In the case of emergency, the amount of paper money, may actually exceed the gold on deposit in the treasury. This has a tendency to reduce the value of the paper money. In addition we use various other metals for the smaller coins. All this gets us farther and farther away from gold.

For most of our business transactions, however, we do not use money at all. Instead we use checks, notes, etc., which are another substitute for actual money. A man who receives his whole income in the form of checks and who spends this income thru-checks will handle very little money. Bank balances settled thru the clearing house reduce the amount of money that must actually change hands. For this reason the income and expenditure of this man takes place with the use of only a fraction of the currency that his transaction represents in dollars and cents.

#### Dollar Fluctuates With Production.

This all means that we are really not using gold for money at all. We are using promises to pay. The more promises to pay we have in the country the less the dollar will buy. These promises to pay are based more upon the production of the country than they are upon the gold in the treasury of the United States so that when there is less production, that is production for peaceful pursuits the less the value of these promises. Consequently when a large number

of men are drawn from peaceful pursuits as they were during the war the value of the dollar goes down. Changes in industrial conditions also affect the value of the dollar. All the many things that influence it make the dollar the most uncertain measure of value that we have.

A far more simple and accurate measure of value, a measure that indicates the real value of the dollar, is the wage paid to casual and unskilled labor. Such wages fluctuate with the value of the dollar. As they go up we can buy less with a dollar. As they go down we can buy more.

Now when salaries are first established they are fixed in relation to unskilled labor. Let us say that it is determined that school teachers in certain grades will be paid \$1,000 a year when the amount paid by the city to casual unskilled labor is \$1.50 a day. This means that the city officials have decided that this teacher is rendering service to the community that is worth two and two-ninths more to the community than would be the services of the laborer if he worked 300 days in the year.

#### Flexible Wages-Fixed Salaries.

Now if this is the right ratio everything goes well as long as the value of the dollar remains the same. As the dollar decreases in value however, more money is paid to the laborer. He is not under contract to the city so the city must pay him more money. Buying labor in the open market makes this necessary. Costs are going up all the time, taxpayers are grumbling about taxes, the city officials are anxious to retain the support of their constituents and they overlook the fact that there is an open market for the labors of salar ed men and women as well as there is for unskilled labor. Accordingly they do not increase salaries. If they did, the increase when reflected in increased taxes might mean the loss of many votes.

When the officials vote a raise in salary, the blame is placed upon them for increased city expenditures and not upon the varying value of the dollar. This can result in nothing else than slowness in salary increases. In fact public sentiment must be created that becomes so strong that increases are demanded before it is wise or safe for officials to vote a raise. This requires time and meanwhile, the salaried teachers and others either suffer real hardship or leave their professions and seek employment elsewhere. If they secure employment in other lines of work the community suffers. This system, then means either that inadequate salaries are paid or due to resignations and the impossibility of replac-

service is given. In either case the result is detrimental to the community. Since when the salaries were first fixed they were fixed in a certain ratio to unskilled labor

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Since when the salaries were first fixed they were fixed in a certain ratio to unskilled labor, why would it not have been far more sensible and fair to all concerned to have passed the ordinance, or whatever else was passed to fix the salaries, worded in such a way as to fix the salaries in accordance for all time with this ratio rather than in dollars and cent's? In other words instead of stating that this particular teacher should be paid so many dollars and cents per month or a thousand dollars a year, that he should be paid two and two-ninths of the amount that the city finds it necessary to pay to casual unskilled labor for working 300 days.

Such a plan as this would assure the teacher that he would receive the same pay year in and year out. At the present time he does not receive the same pay. With unskilled labor at three dollars a day he would have to receive \$2,000 a year to be receiving the same pay that he received in the days when unskilled labor received only \$1.50 a day. Under such a plan no city administration would have to increase salaries to meet the high cost of living. Neither would it be paying higher wages to untrained men than it is paying to men who have spent years and large sums of money in securing a training. The salaries would be automatically adjusted to meet the cost of living and there would not be the degree of injustice that exists

#### Automatic System of Compensation.

The teaching profession today is not demanding increases in salaries as much as it is demanding the same salary measured from a purchasing point of view that it was receiving fifteen or twenty-five years ago. It will always be in much the same predicament that it is today as long as salaries are fixed in dollars and cents rather than in ratio to the wages of unskilled labor or some other measure of purchasing power.

The teacher and every other civil service employee receiving wages fixed by the government is in very much the same condition that all people would be if the government allowed merchants to change the length of the yard, the number in a dozen, the ounces in a pound and so on in order to keep selling prices uniform.

Until some simple automatic way is found of making salaries meet the cost of living this will be the case. It is the ratio between wages and salaries that is important and not the actual amount of money. There is today going on a more powerful propaganda in favor of illiteracy than has been the case since the founding of the republic.

What incentive is there for a young man or a young girl to educate himself or herself when all the papers, all the magazines emphasize the fact that an unskilled and uneducated person is able to earn more than one who has spent the money and the time that must be spent for an education? When brawn brings more money, greater ease and comfort, than mental training, hasn't the gymnasium a better chance to attract young people than the schools? When it is constantly reiterated that teachers are so underpaid that no normal person of talent will teach school, how can we expect our children to respect their teachers? Until we fix the ratio between the salaries paid teachers and the wages paid unskilled labor this is bound to be the case and instead of increasing the literacy of the country we will be decreasing it.

THE PAY ROLL.

Frances Wright Turner.
There's a little larger check each week
For the office boy and clerk.
And they say, a rise is sure to come
In every kind of work.
They even raise, at conference,
A bit more for the preacher.
There seems to be a "little raise"
For every one but teacher.
It's funny how the laundry girl,
The chauffeur, and the maid
Get a little added on, each week,
Because they're "poorly paid."
But the faithful little teacher,
O, we give her smiles and praises
We "appreciate her work so much",
But we seldom give her raises.
Kind words and smiles are precious,
We know she likes them too,
But they'll never pay her board bill,
Nor buy one thing that's new.
This true, hardworking teacher,
Deserves a world of praise,
But there's something else she needs beside,
And that's a BRAND NEW "raise."

# Idleness or Industry in Industrial Shops During the Summer Vacation?

R. C. Woolman, Director of Industrial Education, Des Moines, Iowa

Mr. School Official, are you permitting your expensive woodworking equipment in your high school to remain idle for two months during the summer vacation or are you keeping it busy during this period and thus having it make money for you?

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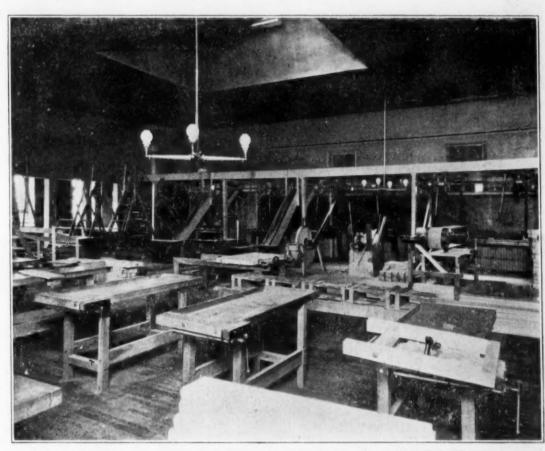
idereach

ratio rages case the Are you hiring your manual training teachers for ten months and then permitting them to go for two months during the summer vacation to seek employment elsewhere or are you keeping them employed during this period and thus having them make money for you?

Do you realize that with the proper organization your industrial teachers can make school furniture for you? Not only that you will be giving them employment for twelve months, your equipment will be kept busy the year round, you will be getting better-made, better-finished furniture of a design to meet your own special requirements at a far less price than you are now paying for it.

In Des Moines, Iowa, for a number of years the industrial teachers, together with the high school boys have been making all the furniture needed in the schools. This work has been accomplished in two ways: First, for six weeks each year in each high school, the boys donate their services to the manufacture of school furniture during what we call the "Factory Period." In this way the boys get inside information on quantity production on a commercial basis. Second, on Saturdays and during summer vacations, the industrial teachers and the boys who show marked development during the school year are hired for this purpose. rate of pay for both boys and teachers ranges from 35 cents to 80 cents per hour according to their ability and speed, and we work for eight hours per day.

The organization of this work is very similar to that of a factory making a general line of wood fixtures. We are called upon to manufacture not only furniture but fixtures, sash, doors and in fact everything that can be made out of wood. The director of industrial education acts as superintendent of the plant. One of the high school shop teachers is foreman of the machine men, another high school shop teacher is foreman of the bench men, one of our junior-high-school shop teachers is fore-man of the finishers and one of our mechanical drawing teachers is timekeeper and also has charge of the cost system. We use two methods in making the original layout of the work-by details and by rods-depending upon the type of work to be done. From either the details of rods, the cutting bill, Figure 1,



This is the shop in which we made our beginning. The Sander was made by the boys in this school and cost \$19.65. The benches and handscrews were made by the boys at East High School.

is made out in duplicate. The original copy remains in the office for reference, the duplicate copy is given to the foreman of the machine men who begins cutting operations on the job. Each job is given a number at the beginning and it is so designated and recognized thru the entire process of manufacture. As soon as the machine work on a job is completed by the machine men, it is handed over to the foreman of the bench men and as soon as the bench men have assembled it and finished it in the "white" it is handed over to the foreman of the finishers. After it has been filled and varnished, it is delivered to the school building or buildings where it is intended to go or placed in storage for future requirements. During the entire process of manufacture, we keep an accurate time record. Figure 2, by which we can tell the exact cost of labor for machine work, bench work and finishing on each job which passes thru the shop. On a cost sheet Figure 3, the total cost of lumber, hardware, finishing material, labor, drayage, storage, office expense and

overhead are computed for each job. As soon as each job is computed, the secretary of the school board is notified, in writing, of its completion and the cost of same and an order is issued for its delivery.

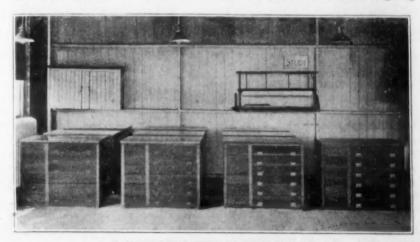
As we have to live with the furniture we manufacture, we build it to last indefinitely. We put a finish on it that will last for years and during the eight years that we have been manufacturing this furniture we have not had a single piece returned to us for repairs or to be refinished.

Until the present time, we have manufactured all our furniture out of quartered white oak but the present exorbitant price of this wood and the great scarcity of panel stock, has made it necessary for the board to make some other selection of a cabinet wood for future manufacture. Fortunately, we have one of the largest walnut mills in the country in the city and if a satisfactory agreement can be made, we are hoping that walnut will be the chosen wood. During the next two years Des Moines is going

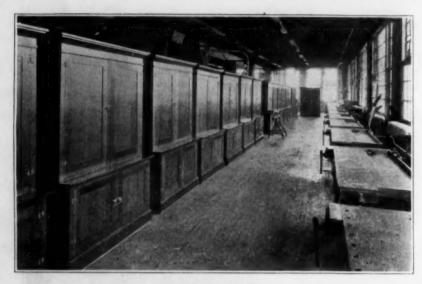


COOKING TABLES.

These tables are used in the grade schools and are manufactured in lots of 20 at a time.



CABINETS FOR THE ART DEPARTMENT.



These cupboards are used in both grade and high schools. We manufacture 50 of these at a time.



These desks are used by high school teachers and are manufactured in lots of 10 at a time.



BIOLOGICAL LABORATORY.
North High School.

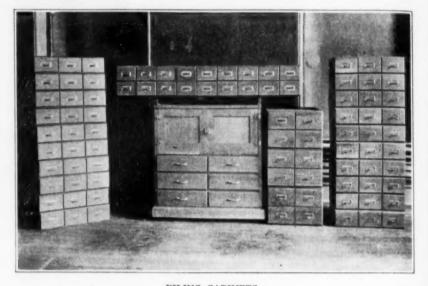
to build two new high schools which will cost approximately \$1,000,000 each and we are going to have the pleasure of designing and manufacturing the built in furniture and fixtures for these two magnificent buildings.

In this article, we have featured the woodworking end of this plan as we can show by actual photographs the work which has been accomplished. We are following an almost iden-



LOCKERS.

This is the largest job we have ever undertaken. During the war when steel lockers could not be purchased we manufactured 720 of these and we now have 104 more going thru the shop.



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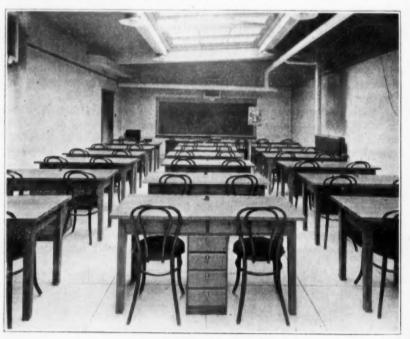
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FILING CABINETS.

We are continually manufacturing filing cases of all kinds. Part of these cabinets are to be used in the Superintendent's office, part in the Secretary's office and the remainder in the office of the Truant Officer.



BOOKKEEPING TABLES. We manufacture 20 of these tables at a time.

tical plan in the print shop and in the automobile shop in the same school building in which the woodworking plant is situated. In the print shop, during the past year, the boys and teachers have turned out \$15,000 worth of printing for the school district. In the automobile shop, the boys and teachers have kept the cars and trucks owned by the school district in repair and in first class running condition at all times.

We are well aware of some of the criticisms that will be aimed at this plan. First, that it takes a large equipment to do this work on a large scale. We made our start on the third floor of one of the oldest school buildings in the city, the Lincoln School, and at that time our lumber was stored in the basement. Our original equipment consisted of an American twelve-inch jointer and an American precision saw

				CUTTI	NG BILL			DES MOINES PUBLIC SCHOOL DES MOINES, IOWA Department of Industrial Education
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FIG. 1. FORM USED FOR ESTIMATING STOCK.

FIG. 3. FORM USED FOR COST ACCOUNTING

with the mortising attachment and on this one machine we did all our mortising and tenoning. Soon after we started, we found that one of our big jobs was that of sanding. We had no money at that time to buy an endless belt sander so we built one ourselves which cost \$19.65 and which can be seen to the right, at the top of . page 35. After we had convinced the board we could build furniture at a less cost than they could buy it in the open market, they gave us a twenty-four-inch single surfacer. years, we worked with the equipment as outlined above, but we outgrew our equipment and building and four years ago we moved into what we thought at the time was a large building with well equipped shops. With the ever increasing demands made upon us, we now find that our present equipment is not as complete as it should be and neither do we have the room we should have for the storage of lumber, the finishing of our products and the storage of the same. Surely there are very few modern high schools today with as conservative an equipment as we had in the beginning. We are free to admit that it taxed our ingenuity to the limit at times but we made good with it in spite of our handicaps.

Another question that is going to be asked is, what is the attitude of the labor unions? The labor unions have always sanctioned the plan. They know that the money paid for labor is paid to home folks and if we did not manufacture this furniture in the schools in this city, it would be purchased from some manufacturer in another city.

Another question that will be asked, what is the attitude of the business men? The business men have always been very enthusiastic over it and why shouldn't they be? Lumber, hardware and finishing materials are all purchased from local concerns and the money that we are saving the board each year means a saving to the taxpayers of the city, and in addition we are keeping all our money for labor and materials in our own home city.

Another criticism that will be raised by educators is, that there is nothing educational about such a plan, that it is purely a commercial proposition and that they want to wash their hands clean of such a thing. What a fallacy! And the very same men who make this criticism will tell you on the other hand that the trouble with industrial education today is the lack of properly trained industrial teachers. They will

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FIG. 2. TIME-TICKET FORM.

tell you that the academic training of the average industrial teacher is above reproach but that he is lacking in trade experience. Where, may I ask, can a teacher get better trade training than in a factory making furniture, fixtures, sash and doors of all kinds, sizes and descriptions? We all recognize that no matter how efficient our schools may be, we cannot turn out a finished mechanic in the school alone—the finishing touch must come from the factory. Again, may I ask, where can a boy get better training than in such a factory working side by side with master craftsmen who are heartily interested in his development?

The many advantages of this plan so far overshadow the criticisms, that the criticisms really are of little concern. It would not be fair to the manufacturers of school furniture, to publish in this article, the costs of the furniture which we manufacture but we are making a very large saving to the board each year. The additional money which the teachers earn on Saturdays, makes a substantial increase to their regular salary and by keeping them employed for twelve months, makes Des Moines a desirable place in which to teach. One of the greatest advantages of this plan is that it keeps the teaching organization of a department together and it is not necessary for a director to be breaking in from six to ten new men each year. Still another great advantage is that the men working together in the same plant become better acquainted. They can see for themselves, each other's strength and weakness and it all tends

toward a good fellowship which is a necessary and healthful condition for the successful operation of a large department in a school system.

### THE EDUCATIONAL CORSICAN BROTHERS.

They were raised on a Wisconsin farm, graduated from a normal school and entered the profession of teaching. At the end of the first year of their teaching career the twin brothers conferred with each other as to their future. Would they remain in the profession or try something else.

"I will quit school teaching and become a manufacturer", said the one. "I see no chance of getting rich in fussing with kids. I want more action, more novelty, more money."

"I will remain", said the other. "I love my profession. It offers a useful and honorable career. It enables me to give more than I receive and that is exactly what I like about my profession."

They parted. The one went to a large industrial center, secured a job in a factory, and began to work for promotion and higher compensation. The other continued his work at school.

That was twenty-five years ago. Today the one brother is a millionaire manufacturer, the other the president of a normal school.

"Yes, I am well fixed now", admitted the industrial captain, when he recently met his brother who had come East to attend an educational convention. "The war helped like sixty.

(Concluded on Page 121)

### SCHOOL BUDGETS AND TAXATION

E. O. Marsh, Jackson, Mich.

The Committee on Budgets of the Michigan State Teachers' Association has recently gathered from school districts thruout the state fiscal reports and budgets, and is now engaged in analyzing them. This committee, of which the writer is chairman, has not yet made sufficient progress to present a detailed report of its findings, but it has discovered that there are cities of considerable size in which no budget at all is prepared; that the practice ranges all the way from this minimum to that of cities in which the budget covers many printed pages and in which the expenses are analyzed and classified logically and minutely; and that in those cities in which budgets are made, there is no uniformity and little similarity.

It seems desirable, therefore, to discuss briefly the importance of budget making and the conditions under which an effective working budget can be made; also the desirability of at least statewide uniformity in budget forms.

Prof. E. P. Cubberley once said: "The only way to make better schools is to spend in an intelligent manner a constantly increasing amount of money on them." That we are spending "a constantly increasing amount of money on them" is apparent from the fact that the amount spent annually in this country for elementary and secondary schools has increased during the last thirty years from \$140,000,000 to around \$740,000,000, while the population has increased from 62,000,000 to perhaps 110,-000,000; that is, while the population was increasing approximately 60 per cent the expenditures on public schools has increased 230 per

Or stated on a per capita basis, this country is now spending for public school education at least three times as much per capita of population as it spent thirty years ago; and we all know that the expenditures are increasing by leaps and bounds at the present time.

#### Essentials of Budget Making.

A school budget may be defined as a statement of proposed school expenditures for the following year. A scientifically constructed budget is one in which the proposed expenditures are analyzed and classified according to their nature, function, object, and location, in order that the available funds may be apportioned properly among the several items of legitimate expense, taking care, first, in the order of importance, of the absolutely necessary expenses and activities; second, of those that are merely desirable, and third, of those that represent new extensions of the educational field.

Some of the conditions essential to successful budget making are the following:

First-It is necessary for those who make the budget to know about how much money will be available. In some cities this is determined by law, thru a fixed maximum tax rate. In most Michigan cities it is practically determined by the Board of Education, subject, in two or three cases, to final action by some municipal authority, in nearly all cases, however, subject only to approval by the taxpayers, which is given more or less perfunctorily.

In practice, therefore, the budgetary limits are largely set by those who make the budgets. This ought to be so in law as well as in practice. Just as the board of supervisors determines the tax levy for the county and the city council or commission for the city, so the board of education should determine it for the school district, subject only to necessary and reasonable legal restrictions to safeguard the public against dishonesty and incompetency.

#### Function of Budgets.

Second-The fact should be recognized that school budget making is essentially an educational function. Those who make the budget and apportion the funds among the several items of expenditure determine the school policies for

the ensuing year.

The amount set aside for teachers' salaries, for instance, not only fixes the quality and grade of teachers that can be employed, but also the number of teachers, and therefore the size of classes; the amount set aside for supervision determines whether the supervision shall be adequate or inadequate; the amount for evening schools or summer schools or special schools or any other department determines how effectively

that department can be carried on.

If this is so, then budget making is an immediate function of the superintendent's office, and one of its most important functions. superintendent should secure estimates from other administrative officers and from department heads-if the school district is large enough to have such officers and heads-and he should have their advice and assistance in formulating the budget; but inasmuch as his office is at the heart and center of the whole school system, is the only office in close touch with all the school activities, is the office held responsible for the inaugurating and executing of school plans and policies, there is no other place where the budget can be properly formulated.

Of course the board of education, as the rep resentatives of the tax paying public, should have the final voice in the matter, just as it must and should have the final voice on other policies and practices recommended by the superintendent. And just as the superintendent should go to his board prepared to explain and defend any policy which he hopes to have adopted, so he should be prepared to explain and defend every item in the proposed budget.

Comparative Figures Necessary.

Third-Intelligent budget making upon having available in budget form for purposes of comparison complete financial reports of the school district for several years immediately preceding. Almost all objects of expenditure continue from year to year, and it is essential that the budget maker should have before him the amounts of money devoted to these objects in preceding years. Any material increase or decrease in these amounts in the new budget will thus be immediately apparent, and must be justified. New items of expense that are introduced will also thus become apparent, and these also must be explained and justified.

But in order that fiscal reports may be available there must be an adequate system of accounting, and in order that these reports and the budget may be comparable, the accounting system must be closely correlated with the budget form. These three things cannot be separated-the accounting system, the fiscal report,

and the annual budget.

Fourth-Intelligent and efficient budget making depends upon having available the budgets or fiscal reports of other school districts of simi-While the local budget must always be made with reference to local needs and conditions, the budget maker who found by comparing the expenditures of his school district with those of other similar districts that the proportion of funds assigned in his budget to certain items was noticeably higher or lower than assigned to the same items elsewhere, would at least have cause to consider carefully whether his budget was altogether defensible.

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If he should find, for instance, that the cost of education per capita in his school district was three times as much for high school pupils as for elementary pupils, and an examination of other budgets showed that the norm or average was but twice as much, he would be apt to conclude, (unless there were some very unusual local condition to justify the situation) that his secondary schools were getting too large a proportion of the local funds.

He would perhaps discover that his elementary teachers were more seriously underpaid than his high school teachers, or that the elementary class unit was larger than it should be, or that his school system was giving less attention than others to special schools and the other devices commonly employed to care for special groups of children or to reduce retardation or elimination.

Even then he might not be justified in concluding that his high school department was getting more money than it should. A further examination of other budgets might show that this department was getting no more per capita. based on attendance, than other high schools. but that his elementary department was getting much less than the average. His plain duty in . that event would be to try to get more money in some way for the elementary schools, but partment, unless there were no other possible way out of the difficulty.

#### Things to be Accomplished.

This feature of successful budget making has been presented in somewhat greater detail than the others because it touches more closely the work of the Budget Committee of the Michigan State Teachers' Association. There are several things this committee hopes to accomplish:

First-The creation of a conviction in the minds of those school authorities who do not yet have it that the making of a budget is a highly important and valuable work, that without it school expenditures cannot be intelligently distributed or properly explained and defended before the public. We are hearing a great deal these days about the emergency in education. The real crisis which the public schools are facing today is the financial crisis, and the en.ergency in education will disappear when the financial problem is solved.

Second-The adoption of a uniform budget form thruout the state. After the committee has received and studied the financial statements and budgets it is now collecting, it hopes to draw up a budget form which it can recommend for general adoption. Without such uniformity the budgets cannot be compared with one another, and one of the chief benefits will be lost. It hopes to make the form simple enough so that it can be used in the small city as well as the large, classifying the usual expense items under main divisions and sub-divisions in such a way that the small city which does not have all the activities found in the large city may at least provide the figures under all the main divisions and some of the sub-divisions, while the large city may carry the classification far-

Third-The adoption by the Michigan State Department of Education of a fiscal report form based upon the budget form submitted. It is generally recognized, by the State Department,

Note—This paper was read before the Michigan Association of School Boards and Superintendents, March 29, 1920.

I believe, as well as by local school authorities, that the present financial report form is antiquated, illogical, and based upon no particular accounting system, and that the figures submitted by the different school districts are arrived at by different methods, are inaccurate, and are therefore not comparable. Furthermore, they entail a vast amount of extra and fruitless work upon reporting officers by reason of the fact that the state reports are entirely different from those required by the Bureau of Education at Washington.

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The ideal arrangement would be for the state authorities to gather the reports from the local districts in such form that they can be transmitted directly by the state department to the federal department at Washington, thus relieving local authorities of the onerous and useless task of making two entirely distinct and different reports. This plan is already being followed in New York and other states, and it is under-

stood is now under consideration by our Michigan department.

#### Uniformity of Accounting Systems.

But if this is done, Michigan school districts will be obliged to adopt similar systems of accounting. As a matter of fact, this is the real kernel of the whole matter. Uniformity in reporting and in budget making will be made easy by uniformity in accounting, and the state department can do the cause of education on its financial side no greater service than by bringing pressure to bear that will result in practically uniform accounting systems thruout the state.

The system that will undoubtedly be approved is the one recommended by the United States Bureau of Education, the United States Census Office, the Association of School Accounting Officers, the Committee of the National Council of Education on Uniform Records and Reports.

and other similar bodies, a system already in use in many cities of Michigan and other states. It may be changed in minor particulars to secure a somewhat more logical analysis and distribution of expense items, but as long as it remains the system upon which federal reports must be made, it will hardly be desirable or practicable for any particular state or city to depart from it very far.

There are many other important problems confronting boards and superintendents; but I should like to convey this thought: that at the bottom of all our school ills is the question of revenue, that the quality and number of teachers, the kind of buildings, equipment, and educational supplies, the character and efficiency of all our school activities, depend primarily upon revenue, and that the handling in an intelligent manner of the revenue we get is the best and only way to get sufficient revenue with which to run our schools.

### Advertising the Work of the Board of Education

Henry C. Shinn, Mt. Holly, N. J.

This is an age of advertising. Every successful business, whether large or small, is a liberal user of advertising space. The big business has attained its present proportions thru publicity, and the small business is trying to grow larger by similar methods. Business men members of boards of education thoroly appreciate the value of advertising, but few of them ever think of utilizing the same principle for the benefit of their school or for the reputation of its administration.

Only a few years ago, school board members regarded their body as a kind of closed corporation. They met pleasantly at the schoolhouse, or at the office of a member, listened to the reading of the minutes, elected a teacher or two, decided to close the school a week at Easter, paid a few bills, and adjourned after smoking several cigars, swapping a few stories, and spending an enjoyable evening together. the time came to make up the budget, they added a couple of thousand dollars to the amount asked the previous year, and let it go at that. Perhaps a dozen people attended the election; the budget was voted unanimously; and the old members were always certain of re-election. But those days have passed with the \$40 a month teacher and a very different situation

Under modern conditions, the competent member of an appointive board, who wishes to retain his position in educational affairs, has only to fear a change in the political complexion of his city, but the elective member has to reckon with the vagaries of the most uncertain thing on earth—the average voter. Of late years, Mr. Average Voter has developed a disconcerting habit of voting as he thinks. He wants to know what is going on. He demands that he be told how his money is spent. He expects to receive full value for every penny of his school tax, and if he finds that he is not getting it, or imagines that he is not, which amounts to the same thing, something is going to happen. and there will be some new faces on the school board after the next election. The public demands a change; the qualifications of the candidates are of secondary consideration; and, having achieved his aim, Mr. Average Voter remains satisfied until another election, when he repeats the process.

This procedure is not always of benefit to the schools. It is true that, in many cases, the citizen who is thus swept into office finds, after taking his seat, that the board of education is not

as black as it had been painted. The alleged extravagance or incompetency fails to appear, and in a short time the new member has learned his duties and is giving the school the best service that he can. But many school boards have been deprived of the assistance of active, intelligent and valuable members, solely because the public never heard of the excellent results accomplished, but based their opposition upon incomplete or incorrect information which filtered thru unofficial sources. The school board is always a target for the shafts of criticism. Stories of inattention, wasteful and unnecessary expenditures, incompetent teachers and alleged 'graft" are easily put into circulation, and frequently remain unanswered, for the board considers it undignified to take any notice of them. Publicity of school business will prevent these The wise board will advertise its accomplishments, and in doing so, it cannot be accused of "blowing its own horn," for it is merely satisfying a legitimate public demand for infor-

Star chamber proceedings and secretiveness in school affairs belong to the period of the common drinking cup and the wood-burning schoolroom stove. The people who pay the taxes are entitled to know what is done with their money. It is the duty of the board of education to enlighten them, and the only successful way to reach the public is thru the newspapers. Rural boards can make use of the columns of the county paper, and urban boards will find many mediums for publicity in their own community. All of the papers will be glad to print authoritative and official school items, and the board will not be required to pay for much of its advertising, as it will generally be handled as news.

In addition to the annual financial report, which is required by law, a complete narrative report of school progress should be published, preferably a few weeks after the close of the school year. This report should mention all the improvements that were made to the buildings and playgrounds during the year, with the approximate cost, and give information about the increased enrollment, the necessity of employing additional teachers and the opening of new rooms, records of athletic teams, the plan of promotion followed in the grades, number of pupils promoted compared with that of the previous year, and everything that has been done to increase the efficiency of the school or to make conditions more healthful for the pupils.

An outline of future plans should be included. Tell what the board hopes to do next year. State the improvements contemplated and give a rough estimate of their cost. Explain how the school has improved, and show how much better it can be made if these plans are carried out. Ask for public support and appeal for suggestions or criticism. The effort of such a report will be immediately felt in increased public appreciation of the work of the board, and even if regular advertising rates are paid to secure its publication the money will be well spent.

If the board wishes to go further in its publicity, and funds are available for the purpose, the report can be printed in the form of a booklet and distributed by means of the pupils, having each child take a copy home. In this way the report is certain to reach the parents. The expenditure of money for this purpose is entirely legal, and the action of the board in voluntarily rendering an account of its work will make it many warm friends, and silence much unjust criticism.

Many items of information that lend themselves to publication will suggest themselves during the year. An attempt should be made to keep the school constantly before the public in a constructive way. The supervising principal can supply much material that can be profitably laid before the citizens in this manner, and the school will be greatly benefited by the increase in interest.

As soon as it becomes evident that the district will require an extra appropriation for a new building in the near future, a carefully arranged campaign of education ought to be begun. Publish brief data showing how the population has increased. Show the overcrowded condition of the present buildings. Explain why it is necessary that some pupils are on half time. Give the citizens a chance to ask questions and to acquaint themselves with existing conditions. No new school building was ever voted without some opposition, but the difficulty of securing the appropriation will be greatly lessened if the citizens understand the real need for it.

On the other hand, the board should avoid too much publicity. Some of its transactions should be diplomatically secluded in the privacy of the minute book. The line of demarcation between matters of public knowledge and private business must be sharply drawn. No board should send out an item that a pupil had been ex-

(Concluded on Page 119)

### LETTERS TO LESTER

AN OPTIMISTIC DISCUSSION ABOUT A PESSIMISTIC SITUATION

A. Boyd

My Dear Lester:

Here is your \$75.00 note. I was glad to receive the principal and interest as I soon shall be obliged to make a little payment myself. It is with much regret that I learn this is about all you have saved since the beginning of the school year. You will have to watch your bills rather closely if you make it thru the summer and on till next October without borrowing again.

Yes, I shall do what I can to secure that Chautauqua job for you for the summer. I went to Halpin, the banker, today and he wrote a good letter for you. I am sorry tho. I wanted to see you working on your master's degree. If you expect to remain in teaching you will need this degree rather than introducing Chautauqua

No, I would not if I were you, try for the superintendency over at Dunville. You should stay where you are for at least another year. Doubtless your board will do something for you if you have made good. Then there are no possibilities for you over there. I used to look over that place myself. Until Atchison went there they changed superintendents practically every They have not increased his salary but once in the past three years. They have too low an assessed valuation and a high birth rate and you are aware what this means-too many times a poorly paid, undertrained, dissatisfied corps of teachers. About the only thing you would gain would be the control of more pupils and teachers and a very little increase in your salary.

Too Much Introspection.

Now most of your letter was about as cheerful as the story of a dissatisfied patron on her third visit. I was thinking it was about time for you to write a letter in this tone. This one balances those extremely optimistic epistles received last fall. Like every school man you need some good hard punches every so often to keep your feet on solid earth. But there is no use getting your face down where your feet should be. I suppose your face is getting long and you look at your pupils, patrons and teachers with a frown and take the attitude of a much abused man. Frankly now you are making it hard for yourself for re-election. My diagnosis of your case is too much introspection and you are taking the propaganda in behalf of the profession too seriously. A big healthy fellow like you has no business to have the blues. I had to laugh as you related some of your troubles. Most of your trials are not altogether peculiar to the teaching profession. Other men in other lines have similar ones.

I noted what you had to say about the Sunday afternoon you and Doris were out strolling with some other young people and that group of small boys followed you at some distance and kept making insinuating remarks and when they grew tired of this, they guessed the direction you would take, ran ahead and wrote remarks on the sidewalk. Now it is true this grows old when you are a teacher, rather fond of the girl and she does not understand or is inclined to

take it seriously.

That was rather hard on Doris, too, that night at the box supper for the school to make up the deficit on football, when after the boxes were sold and most of the young couples had begun to eat, some one threw the banana peeling at you and it hit Doris squarely in the face. I am glad to know tho she laughed and you did not lose your temper.

Tonic for Ailing Men.

Yes, all of us receive snarling notes, anony-

mous letters threatening dire things, but these are merely the ingredients of a tonic for an ailing man. You are not the only teacher who puts up with these insulting actions. It seems the public must just rub it in on those who do much to serve. You must learn to take a number of these things as part of the game. You are too easily affected by what others may do or say. Do you remember last fall about those newspaper writeups? You were carried off your feet. Now you seem to be sinking in the slough of despondency.

Depend upon yourself. Be prepared to stand success or adversity without much outward change. But if you are unable to stand the buffeting of the profession, you will be unable to stand it in business or any other profession, so I would advise you to secure a little land way out in Bear Creek township, twelve miles from any town, where your grandfather lived and stay there. Here you will seldom be criti-Here the politicians and cised publicly. especially our own political leader who has made good at Washington will visit you at least biennially and tell you, "You are the greatest people on earth; you are the most progressive; you raise the best grain and the best live stock and your wives are the best cooks——" the same your wives are the best cooksstuff each biennial period with variations of course in 'possum and negro stories, and you will believe him. When you come to the county seat the editor will write of "that up-to-date farmer and civic leader from Bear Creek town-

The Condolence Committee.

So you had two teachers resign during the One married and moved to Alaska and the other resigned to accept clerical work in a real estate office. If you only need one teacher now in a system the size of yours you need not complain. You have about your proportion of the shortage. So your teachers bunch up after school hours and talk about their position and its possibilities. Some come from five to fifteen minutes each day after the rules and regulations of the board say they should be there, and you have spoken twice at teachers' meetings about this and then went to one or two, and they told you the school ought to be thankful they came at all.

There never was more discontent among teachers than at present. I used to have teachers' meetings and explain what and how I wanted work done but now I'm the chief spokesman of the condolence committee. It has to be Many teachers are taking the propaganda in their behalf a little too seriously. As I indicated I fear this is one thing that affects you. As teachers we must not lose our heads when the press is dealing so well in our behalf. When the movement started to waken the public to the condition of teaching, Barnes told me it would take such a shaking many of the teachers would fall thru or jump over the screen. This, my boy, in Barnes's opinion, is the dark hour for teachers. It is, too, an eliminating contest. Only those who desire to teach and those too incompetent to do anything else will remain in the work. As soon as possible strong examinations and honest superintendents will slough off these weak ones and we shall have a profession to be proud of-one, too, the public will respect. So if you wish to teach, now more than ever, is the time to stay in the profession.

The Basket Ball Fight.

I regretted very much to hear of that fight your basketball team had at Afton a few days ago. Caldwell was here with his boys and he said he was at Afton with his basketball girls and saw it coming at a considerable distance. He told me the story, and it was something like the following to the best of my remembrance: The entire town had turned out for the double header. There were perhaps two hundred coal miners present. The girls' game had been played without trouble, the local team winning by a good margin, and the boys were warming up for the real game of the evening when it seems you made a talk. The building was not ventilated at all. The air was thick and a few days before a high school girl had died of the Caldwell said he spoke to you before the game and you told him how you had appealed to the janitor and principal and they paid no at-You spoke on ventilation. You extention. plained the danger of the flu, the condition in the room and asked the audience to be patient while the windows were raised. Before you were thru they were yelling in unison "Put him out if he wants cold air" and other remarks not necessary to mention here. But the windows were not raised. Caldwell thinks you were right in principle, that what you said would have met with a willing response from a home audience, but that you used poor judgment to appeal to this crowd. Then the real contest each year in your sub-district is between your town and Afton.

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The game was close. In fact it wou'd decide which team would enter the tournament at the teachers' college. The referee decided upon several days before the game had failed to come and the local principal had arranged for one of his seniors to referee the game. Again you demurred, delaying the game, till you saw there was no chance of getting even an umpire and of course the crowd grew more abusive of you.

Bystanders Get Hurt.

The first half closed without serious trouble except that your captain complained several times of the unfair tactics of his opponents. Any one could see the game was getting away from the official. Your boys tho were five ahead when the half closed.

The second started much rougher than before. A big player on the local team in one scrimmage picked up the lightest man on your team round the waist and swung him round a time or two to the immense delight of the audience. The referee was putting in most of the time calling personal fouls and then not getting all when one of your forwards, the one making practically all the points was disqualified. Of course this did not help your temper or that of the boys, and yet you were three points ahead. From this point on Caldwell is unable to tell a clear story but the fight started. The two centers began it right under the goal. They were at it and blood was dripping before the referee could reach them. In a moment the court was covered with coal miners with coats off striking at your players and especially at the one in the fight. One of your subs who had not been in the game nor had taken part in any way, received a severe blow in the face and was knocked against a red hot stove and his bare shoulder and arm severely burned. Cooler heads stopped the matter but on invoicing, your sub, really the innocent bystander, had received the worst injuries, and three other players were bleeding. Then you refused to continue the game. While you were arguing, Caldwell said he collected his girls and chaperon and left the building and that he did not see you again.

I regret you had this trouble. You are not aware, perhaps, how much a thing like this reacts against you, your team, the school, the town and even against athletics in general.

#### Discordant Colors and Courtships.

I was interested in what you wrote about the troubles coming from that hazy fringe where school control and outside affairs shade into each other. So that old lady who had one boy staying with her doing light housekeeping made a complaint against him—that he sets his alarm for 5 a. m. and then gets up at 8. The other night he came in bringing another boy and about eleven had supper. She asked you to speak to him about his alarm clock as her other roomers are going to leave if he does not quit it, and she needs all of them to make a living so she can pay, she says, her school taxes now overdue.

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Then another one asked that you speak to the children about coasting past her house after 9 p. m. and Miss Butler, one of the high school teachers, made a complaint to you about Susie Chadwick—that she dresses in such discordant colors, and that Miss Butler is unable to conduct a recitation properly with Susie in the room. Now you will have to be rather cautious in making advances into this no man's land. At least you had better limit your advance to one sector at a time and then dig in for the counter attack.

That sweetheart epidemic you mentioned, that had affected your school was quite interesting too. And you found pupils even in the fifth grade affected, and when you took up the matter in that grade the youngsters told on each other? It must have been a painful experience to that one little fellow when it was brought out there before his teacher, fellow pupils and sweetheart in that room, that he also "had a girl" in the sixth grade and also one in the other ward school.

It is no wonder if you went into such details that you did not get out without reflections upon yourself. So the boy's mother came up that evening to see you while you were at Mr. White's, stating she had telephoned you a number of times but was unable ever to find you at home, and so she just thought she would come where she would be sure to find you. And Doris from the next room reminded her this was the first time in two weeks you had been down except on Sunday night. Now I am glad to hear that you are innocent of the charge brought against you, that the reason the children were so inclined to sparking was on account of the superintendent and the teachers setting such an example. It is rather hard for a young man with a satisfactory girl to speak to his teachers about such matters. You will have to be careful in denying yourself many little pleasures to control others and to secure popular approval in a small town.

#### Professional Prestige and Oysters.

I told my coach recently about your football bills. That big deficit is a bad thing for your school. If the pupils are not used to it, it will have a tendency to take the pep out of them. So you thought when the season closed and you paid all the bills that you knew were outstanding, you were ready to plan for basket ball and since then you have paid doctor bills, drug bills, telephone bills, taxi bills. Then you thought you were all thru only to have one of the local restaurants mail a bill for \$16,00 for an ovster supper for Oakland football team with whom you had a cash guarantee. So you looked up the contract with this team, took it down, showed it to the proprietor and indicated that he would have to look elsewhere for the money. And he countered with a note from your coach telling him to prepare the oysters. Apparently your coach after defeating the Oakland team by a decisive margin wishing to show his sportsmanship and to leave with the visitors happy memories of the town, ordered the oysters.

You will learn in the course of time to have a rather clear understanding in regard to all the bills the school is to pay for, especially if you have an inexperienced coach. Too many times this rather aggressive individual seems to think all the school is there for is a place for him to pick football material and for you to work up "pep" for the games.

It seems to me you are unfair with that school board member—Mr. Prewit, I believe it is,—the one who found the dollar error in your bills at your first board meeting last fall,—when you call him meddlesome. You seem to resent that he suggested in his recent visit that your science teacher was too careless with apparatus and you should keep maps, chairs, desks, etc., repaired and that the sewing machines needed oil badly. In my opinion he is one of the best friends you have in town. He seems to be honest enough—not seeking popular approval in anyway—to come to you privately and speak of the actual problems as he sees them.

Please give him credit for being fully interested in you and the school. You ought to be thankful he says what he things to you, rather than saying it some night later in the year just preceding the school election, before the parent-teacher association. I would suggest that you take him to one side some of these days when you happen to meet him and thank him—yes, honestly thank him—for his assistance, that you appreciate more than any one his attitude in coming direct to you rather than whispering your low grades to the aggregation in the corner drug store.

The trouble with most of us is we hate to hear our own low standing discussed and yet this is just what is needed rather than so much flattery. I have heard so much of it at teachers' associations and before high school audiences it may be I am somewhat prejudiced. But the flattery stage is about as near school problems as many of our popular speakers ever get in their discussion.

Please advise me fully when you receive the inspector's report. It's too bad if all you say is true about your condition when he came. It may be you had grown just a little careless about matters. Of course I regret that this indignant patron should have been in the office

and in order to stop her story you introduced her to the inspector and she forthwith proceeded to run the entire reel again for his benefit. Experience will doubtless teach you how things become tangled, even when one is trying to watch every corner every minute. I would not take things too seriously as this patron will not affect the inspector's judgment much if your school work is up to the standard in every other way.

White's Redemption.

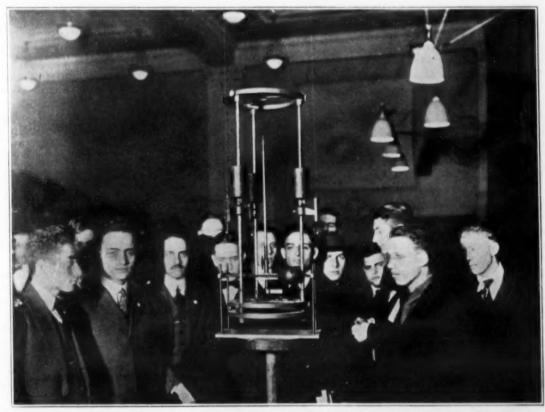
Now I wish you would go more into detail in regard to that consolidation proposition you presented to your board. True enough you wrote considerable, but I am interested in the success of this movement and there are so many questions I could ask if I could be with you a brief time. I am glad to know that petitions have been presented and there will be a vote soon.

Yes I expected some to be radically opposed. You will doubtless find many others besides that big Swede with the mustache six or seven inches long and all white in his eyes. It is too bad tho that you lost those non-resident pupils on account of this movement with the prospect of losing others. So Mr. Prewit has suggested it might be well for you to let up a little on your stand for consolidation stating that if a few more non-residents left the board would likely have to borrow the money to pay some of the teachers the last month of school.

White's action in treating you so well and yet your feeling his opposition in every move is just a little strange. Keeping company with his daughter puts you in a hard position to fight the old man. Have you ever discussed with him this extension in all its details? You spoke about that cemetery where White years ago bought the quarter section with the private cemetery along one side of the land and that a year or two later, he removed the tombstones over along the fence and plowed up the land. Since then tho he has joined the church and people are not inclined to criticise him so much. I would be slow to use anything like this against him in the election even if there are some advocating it. That straw vote at one meeting, 15 to 12 for consolidation, at least is promising.

Do not hesitate to write me now about that report and this consolidation.

Your Uncle, BEN TIVIS.



WEIGHING THE EARTH IN THE DEPARTMENT OF PHYSICS AT THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

By a simple but ingenious combination of lead spheres, brass rods and fine drawn quartz threads, they ascertain by the laws of gravitation, that the earth weighs 6,000,000,000,000,000,000 tons.

### PRIVATE SCHOOLS AND THE LAW

Harry R. Trusler, Dean, College of Law, University of Florida

Loss of Property by Eminent Domain.

That a privately owned school is open to all children will not protect its real property from condemnation by a railroad company as already applied to a public use (1 Ohio N. P. N. S. 301). Here it was sought to take the property of a Catholic school which was alleged to be "open to all children." The court said: "While it is true that this is a use of a public character, and in the highest degree commendable, yet the ownership is private, and the general public has no right to demand its continuance." So in Maine it was held that land conveyed to trustees for the purpose of erecting and maintaining an academy is private property, and a highway may be laid out upon it (11 Me. 109). The same doctrine has been announced also in Pennsylvania (12 Luzerne Legal Register 14).

The power of eminent domain is a prerogative of sovereignty. By its exercise property previously taken for one public use may be taken for a different public use. The power may be exercised in favor of public uses over any and all property, private and even public, and the property and franchises of corporations as well as individuals, altho dedicated to public uses, may be taken for other public uses. The legislature may authorize the appropriation of property already devoted to a public use to an entirely inconsistent public use (31 L. R. A. 183). The rule is subject, however, to the limitation that property devoted to a public use cannot be taken to be used for the same purpose in the same manner, as this would amount simply to taking of property from one and giving it to another without any benefit or advantage to the public (73 Pac. 670; 15 Cyc. 621). Therefore, it follows in principle that a school corporation cannot be empowered to take property from another school corporation to use "for the same purpose in the same manner."

If a state contracts with a private educational institution not to exercise against it the power of eminent domain, is the state bound by this bargain? Yes, if the power of eminent domain is something that can be contracted away; but it is clear that it is rather an "essential power of government" of which the state cannot be divested by the legislature. A statute purporting to relinquish this power is void (Note, 4 L. R. A. 787). The provision of the federal constitution that the obligation of contracts shall not be impaired has no application to such a case (7 N. E. 627). Therefore, the legislature cannot bind the state to refrain from exercising the power of eminent domain against the property of its private educational institutions (10 Phil.

#### Liability for Assessments for Local Improvements.

It usually is the policy of the states to encourage education by exempting from general taxation property owned and used by private educational institutions; but inasmuch as a provision of law exempting such property from "taxation" does not of necessity exempt it from "assessment" for local improvements, no fundamental reason exists why it should not contribute to a local improvement which enhances its value and is not a burden upon it because of the benefits it acquires (Note, 35 L. R. A. 37). It is almost universally held that a general exemption from taxation does not extend to assessments for local improvements (1 Cooley on Taxation-3rd Ed.-p. 362).

Indeed, even public schools have been held liable for such assessments, the authorities on

this question being about evenly divided for and against their liability (Ann. Cas. 1913 D, 1101). Judge Cooley has said that "there is no more reason to excuse from payment when property is taken under eminent domain' (2 Cooley on Taxation-3rd Ed.-p. 1236). Obviously, there is more reason for holding the property of private educational institutions liable for assess ments for local improvements than for holding the property of public schools liable for them, since the property of the former can enjoy to presumption of exemption as public property devoted to a governmental use.

It is easier to collect an as essment against a private school for local improvements, than against a public school. The property used for school purposes by a public school cannot be sold to satisfy taxes and assessments, since it is absolutely essential that a public school district should own a schoolhouse, and if it were sold the public would have to replace it (37 S. W. 717; 62 Ga. 325; Ann. Cas. 1913 D, 1101). But if the property of private schools, altho devoted to school purposes were sold to satisfy taxes and assessments, the public would not have to replace it, and the courts have refused to interfere with the sale of such property for such purposes (101 Pa. St. Rep. 530; 24 N. J. L. 504; 116

#### Segregation of White and Negro Students.

A state of course may legally segregate white and negro students in its public schools. May it do so also in its private schools? Undoubtedly, if the school be a corporation, whose charter the legislature has reserved power to amend. This much has been firmly established by the following case: According to the Acts of Kentucky, 1904, any person, association or corporation, operating a school where pupils of the white and negro race are both received as pupils for instruction, shall be fined \$1,000, and \$100 per day for each day such institution is operated after conviction. Under this statute Berea College, a corporation duly organized under the laws of Kentucky, was indicted, found guilty, and sentenced to pay a fine of \$1,000. The Kentucky Court of Appeals considered this statute a proper exercise of the police power of the state and affirmed the judgment (124 Am. St. Rep. 344). The Supreme Court of the United States (211 U. S. 45) on appeal also sustained this holding, being of the opinion that the statute, even if unconstitutional as to individuals, is not so as to corporations.

The following propositions are laid down by Justice Brewer, speaking for the Supreme Court of the United States. A state statute which permits the education of both white persons and negroes by the same corporation in different localities, altho prohibiting them attendance in the same place, does not defeat the object of a grant to maintain a college for all persons, and therefore is not violative of the contract clause of the federal constitution, the state law having reserved the right to repeal, alter and amend its charter. A general statute which in effect alters or amends a charter is to be construed as an amendment thereof, even if not in terms so designated. A corporation is not entitled to all the immunities to which individuals are entitled. Indeed, a statute may conflict with the federal constitution in denying to individuals powers which they might rightfully exercise, and yet at the same time be valid as to a corporation created by the state.

But the main question remains: Is the segregation of white and negro pupils in unincorporated schools, or in incorporated schools where the legislature has reserved no power of charter alteration, unconstitutional? In this dissenting opinion Justice Harlan said it was. On the other hand, the Kentucky court considered it a valid exercise of the police power. In attacking the statute, counsel for Berea College made this distinction: in the cases of common schools and railroads-where the legislature admittedly may segregate—the state is merely preventing an enforced association of the two races; whereas, as applied to private schools, the voluntary association of the two races is prohibited.

tucky court said: "While such enforced association is more easily distinguished as falling within the police power, yet the main idea is that such association at all, under certain conditions, leads to the main evil, which is amalgamation of the races and incidentally to conflicts between their members naturally engendered by too close personal contact under conditions which are bound to excite prejudices and race animosities. If such evils fall within the police power to prevent, then whatever naturally contributes to them may also be regulated, provided the regulation is itself reasonable. The ultimate object of this legislation providing separate schools for the two races was to separate the youth of each during the most impressible and least responsible period of their lives, and until ripened judgment and observation can have set them well in the safe ways of think-

The writer wishes to commend the following criterion enunciated by the Kentucky court to test the valid exercises of the police power. "The good sense and honest judgment of each generation must, after all, furnish the real limit to the police power of government. For each age must judge-and will judge-of what is hurtful to its welfare, of what endangers the existence of society, of what threatens to destroy the race of people who are applying this primal law of self-protection to their own case."

In this case the Kentucky court declared that a statute prohibiting the maintenance of distinct branches of an institution of learning within twenty-five miles of each other, where white and colored persons are separately taught, is an unreasonable exercise of the police power and void. The court said that the teaching of white and colored students in the same building, or in different buildings so near to each other as to be practically one, properly could be prohibited, observing, however, that "if the same school taught the different races at different times, tho at the same place, or at different places at the same time, it would not be unlawful."

#### Prohibition of Negro Schools.

Called upon again in 1910 to pass upon the constitutionality of race laws, the Kentucky Court of Appeals decided that the legislature cannot under its police power prohibit, or authorize the voters of a voting precinct to prohibit, the establishment within such precinct, by a private charitable corporation, of an industrial chool for colored children. In this case the Lincoln Institute, a corporation having an endowment of some \$400,000, organized under the laws of Kentucky and empowered to establish a normal and industrial school for colored people, demanded of the Columbia Trust Company,

(Continued on Page 119)

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### WHY RE-EMPLOY OUR BEST TEACHERS?

H. M. Hinkle, Superintendent Ritenour Consolidated District, St. Louis County, Missouri

A school board member recently asked the following question: "How does a school system suffer if our old teachers, whose work has been satisfactory, are allowed to leave, and other teachers of experience, elsewhere, are employed in their places?"

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The fact that school boards and the public have given this question little thought in the past years has brought about a crisis in the schools of our land. Teachers have been allowed to leave because of a small difference in the salary question, and instead of finding employment in other schools, they have left the profession.

The poor teacher, not being so particular about her salary, has remained with us. Unless the school boards are convinced, in some way, that school systems are suffering because of the constant changing, annually, from the known to the unknown teachers, to save a few dollars, the time will soon come, under the pressure of present living conditions, when our schools will be completely demoralized and in a deplorable state.

In order that school boards and the public may know the opinions of some leaders in educational thought, in answer to the above question, the following letters are presented:

#### Changes Entail Losses.

While it is true that the courses of study in all our public schools are much the same and that teachers of experience in one public school are prepared to do the work, if they are successful teachers, in other public schools, it is also true that in every school system the individuality of the teacher counts for much; and tho in the public schools, the courses of study are the same. The individuality of the teacher in the system largely makes even the course of study itself, and the content in any course of study is largely what the individual teacher makes it.

Students, therefore, who have been under the instruction of a group of experienced and well trained teachers, who have learned to work together and to cooperate with one another in a system, lose much if a considerable number of these strong, experienced teachers who have learned to work together are replaced by another group of teachers who are drawn, perhaps, from half a dozen or more different systems, do not know one another, have not worked together, have not worked under the same superintendent, and are wholly unfamiliar with local conditions

Again, the esprit de corps of a group of teachers, made up of the superintendent, principal and other teachers of the school system has much to do with the whole success of the school. A school is not made entirely by having well educated and experienced teachers—it must have, also, a group of teachers who are happy in their work, in their surroundings, and especially in their associations with one another. If a school has at any time a group of teachers who are working together happily and harmoniously, it is a serious matter to break up that group of teachers and replace them altogether or in a large part by equally well educated and experienced teachers who have not learned to work together and to be happy in working together.

Another factor entering into the question in many communities is whether the teachers fit into the social conditions of the community in which they teach. In communities where the whole group of teachers live right in the community and come in close contact with the people, this is a matter of considerable importance, and if a school so situated happily has a group

of teachers who are contented and happy in their associations with the people of the community in which they teach, it is a serious matter to break up this group of teachers and bring in teachers who may not be at all happy in the particular community and for that reason be less satisfactory and efficient teachers in the school.—W. S. Dearmont, Southeast Missouri State Teachers College, Cape Girardeau, Missouri.

#### Strength in Continuous Service.

Where teachers have proven satisfactory in their work, showing themselves competent as to preparation and able to instruct and control, it is very desirable that their services should be retained for a long period of time.

In all changing of teachers in schools there is a chance for deterioration, as it is not always possible to determine whether a teacher who has apparently been successful in one position will be equally successful in another.—H. A. Hollister, High School Visitor University of Illinois, Urbana.

Where teachers have proven satisfactory, there is an advantage in retaining them, rather than in getting other teachers. The advantage lies in the fact that teachers who have been in a community for some time become familiar with the conditions of that community, become acquainted with the people, know the children better, and can understand the problems that confront that particular community.—Sam A. Baker, State Superintendent.

A teacher who has served for several years in one community and has become thoroly acquainted with the people and with the educational conditions of that community, will render better service on the whole than the teacher equally well trained and of equal experience who has not had the long acquaintance with local conditions. Of course, one will find numerous exceptions to this rule, but as a general policy every community should attempt to make the conditions of the teachers' service so thoroly satisfactory that they will wish to remain.—W. C. Bagley, Teachers College, Columbia University, New York City.

#### Hit and Miss Systems.

The selection of a teacher, as you know, is a very difficult task when properly done. Anyone can select a teacher, but the big question



A. C. ROBERTS,

President-elect State Normal School, Centralia, Wash. Mr. Roberts who was elected in February will close his term as head of the Everett Schools in June and will assume his new office July 1st.

is to select a teacher who will fit into a particular school system, a particular community, or both, and give satisfaction. The "Hit and Miss System", which is practiced by school boards and some inexperienced superintendents is very dangerous and detrimental to any school system.

There are two distinct types of teachers; the first type I shall classify as those who give their undivided attention to school work and make good in the schoolroom and the second class those who give a great deal of their time and attention to the community, and only the required time to the schoolroom. The first named class makes the real teachers, but if the selection of a teacher were left to the school board ninety-nine per cent of the teachers would be selected from the second, or the poorer class of teachers.

Coming directly to the point, if you know where you can replace a teacher who is giving entire satisfaction with another who will give just as good satisfaction, your school system will suffer but very little. After twenty years of experience in the selection of teachers, I am not willing to assume the responsibility, or take the chance of replacing a teacher whose work is satisfactory. It is more economical to increase the salary of a teacher whose work is satisfactory, than to run the risk of replacing that teacher with another at the same salary, or even at a lower salary.—E. E. Morton, Superintendent of Schools, Clayton, St. Louis County.

#### The Unknown for the Known.

A school or school system that loses its teachers just when they are in a state of best or good efficiency and experiments with new teachers, practices fatal folly.

ers, practices fatal folly.

The same people that will change off from a teacher of known efficiency to an unknown teacher would swap horses in the middle of the street, and if consistent, the stock raiser amongst them, would get his experienced keepers and caretakers of the stock to quit in midwinter and allow the new and untrained laborer a tryout. The same principle would allow the farm expert, employed to guard and care for the crops, to quit his job and move to a new one just when the crop is in bloom.

It isn't just a mere matter of suffering, it is a matter of fatality.—John R. Kirk, President State Teachers College, Kirksville.

It is true that a school system suffers materially when an old teacher, whose work has been satisfactory, is replaced by a new teacher, even tho the new teacher has had successful experience. In my judgment, the chief loss in such case comes about from the lack of knowledge which the new teacher must have in regard to the school, its policies, its problems, and its patrons. We are aware that it takes some time for a teacher to become acquainted with her school—perhaps a longer time to become acquainted with the community, yet this acquaintanceship is necessary for the highest grade of school work.

In a larger city school system a new teacher or supervisor requires virtually a year in which to secure sufficient knowledge of the situation to do efficient work. In a smaller community, of course the time is less. Yet it is evidently true that the community or the school system loses materially when it lets a successful teacher go after she has become acquainted with the school system and the community in which she works.—E. L. Hendricks, President, State Normal School, Warrensburg.

#### Deductions.

- 1. Teachers who have been in a community for some time become acquainted with the people, know the children better, and understand the needs of that particular community.
- 2. The task of selecting a new teacher whose work will be satisfactory is difficult, and offers a chance for deterioration. A school board gambles with fate when it "fires" a good teacher.

#### SCHOOL BOARD JOURNAL

- 3. Harmonious action in school work is easier with a group of known teachers. Directions are better followed, and system is more easily established and kept up.
- 4. Every community should attempt to make the conditions of the teachers' service so thoroly satisfactory that they will wish to remain.
- 5. Successful teachers are happy in their relations with one another, because they understand and cooperate with each other. If this

group which has established this relationship is broken up, both happiness and cooperation are seriously hampered within the re-established group.

6. If you have a good teacher, stick to her, even the it costs a few extra dollars. What money you give her will neither make nor break the community. Neither will she grow rich and retire therefrom.

(Concluded on Page 119)



MISSION CHILDREN IN CHINA.

A COUNTRY SCHOOL IN COUNTY MONAGHAW, IRELAND.



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MAORI GIRLS AT AUCKLAND, NEW ZEALAND.

SCHOOL CHILDREN ALL.

Where there are people there are schools, and, even the only a small fraction of the entire population of the world is literate, still the schoolmaster has planted his book and rod in every country and every clime. The four illustrations on this page are evidence of the growth of education. It is a long cry from the country school in Ireland to the mission school in China and from the little Hessian school, where the girls wear fourteen petticoats to New Zealand where the daughters of the aboriginal Maoris are receiving the blessings of British education—still education is the purpose everywhere and is making the world better.

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# WHY PERSONAL GROWTH IS PAINFUL TO THE ORDINARY TEACHER

R. F. Peters, Lexington, Ky.

One of the big problems in school administration today is that of stimulating, and raising to a higher standard of professional activity, the teaching personnel of our schools. For various reasons, personal growth is painful to the ordinary teacher. In the majority of cases, the teacher is not to be adversely criticised for such a lamentable condition.

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I shall endeavor to shift the blame to the place where it properly belongs, in as unbiased and unprejudiced a manner as I am capable of. Let us outline briefly some of the things that make the personal development of teachers improbable, if not impossible. Some of my points may seem to have but a vague bearing on the discussion at hand, but before I am thru, I hope to be able to show their close relations. The following outline should give a fairly comprehensive idea of the points I wish to make:

1. Lack of Time—(a) school duties, (b) neglect of social life.

2. Lack of Incentives—(a) pay, (b) promotion, (c) leave of absence for study, (d) incapable leadership, (e) no cooperation from other teachers.

3. Long Periods of Satisfactory Service—(a) poor supervision, (b) uninterested school boards.
4. Dependence on Textbooks—(a) narrow supervisors, (b) ill-informed teachers.

5. Too Much Uniformity in School Policies—(a) financial conditions, (b) inferior boards of education, (c) "standstill" superintendents.

#### The Time Element in School and Social Life.

The ordinary teacher has more work to do in one day than she ought to be required to do in three days. As a usual thing, she is confined to the classroom from eight o'clock in the morning to four or four-thirty in the afternoon, with one hour or less, for lunch. After school adjourns, she has an hour or so at her disposal to wash up." Then comes the evening meal, after which, she sits down to correct papers, and cudgel her already deadly-tired brain as to what she must do with John or Mary, if they do not improve. Within the course of the day, a dozen little things have arisen, that demand her immediate attention. When she retires, her mind is as stupid and dull as a piece of wood. The next day brings the same old routine of worries and responsibilities. Her work, like that of the good housewife, is never done. Under such circumstances, no one can possibly expect a teacher to make any efforts for self-improvement.

Participation in the social life of a community should be one of the great and pleasurable rights of a teacher, but owing to the multiplicity of cares and responsibilities, she is not able to spend an occasional hour in the way of social recreation. Thus, she loses the beneficial effects of personal contact with parents, and with her co-workers, the other teachers.

It can be readily seen how a lack of time may very materially hinder the teacher from improving herself. In the majority of cases the conditions described above are not misrepresented or exaggerated.

#### The Lack of Incentives.

Bodies, unless acted upon by other forces, tend to remain at rest. This is a fundamental law of physics, and will apply to humanity as well as to inanimate substances. Teachers, if not acted upon by adequate stimulants, will allow their work to drift into a wearisome routine, and will eventually lose all that zest, and interest, and gusto which characterized their youthful activities. They are not responsible for

the waning of aspiration and the death of ambition. They are caught in the meshes of one of the most infallible laws of nature. Let us see, then, who is responsible.

Teaching is the noblest, as well as the most poorly paid, of all the professions. First, the salary of the ordinary teacher is not sufficiently large to cover the bare cost of living. Statistics show that unskilled labor is better paid than the ordinary teacher. The writer could cite special cases, but these would assume enormous proportions and space will not permit it. We shall be obliged to content ourselves with the graphs issued in the Bulletins of the National Education Association. These charts should give a fairly comprehensive idea of the salaries paid teachers in comparison with those paid in other professions.

Secondly, even tho the minimum salary of the average teacher is low, the maximum is shamefully so, and the number of years required to reach this pitiful maximum is sufficient to baffle the patience of a Job. To illustrate my point, I shall cite one instance. In the schools of a certain Massachusetts town, the population of which is 40,000, eighteen years of service are required to reach the maximum salary, which is \$1.450. A teacher must sacrifice eighteen years of her life, carrying her far past middle age, in order to command the pitiful little salary of \$1,450 a year. Such a condition is abundantly able to paralyze the spinal column of American schools, because it offers no hint of encouragement to young teaching talent. The instance just cited is by no means extreme. There are hundreds of others equal to it and many worse.

Taking these circumstances into consideration, it requires no effort to see how it is quite an impossibility for a teacher to hold over, from her salary, enough money to meet the expenses necessarily incurred in the process of self-improvement.

#### Promotions and Leaves of Absence.

Only inferior and ignorant people are content to pass their days laboring aimlessly, shiftlessly, and without an end in view. Most teachers, we are glad to know, do not belong to this class. The majority of them have a great shining goal before them, to the attainment of which, they are sacrificing their pleasures, and draining their very lives. How often are their labors in vain! The years fly past, leaving them at the point from which they endeavored to start. The world does not appreciate their attainments, else they would be rewarded. The promotion, which many of them so richly deserve, never comes. The efforts made are colossal, but the rewards of effort are anything but colossal.

To offset the lack of time, and to help those teachers who show a disposition to grow, I know of no better scheme than leave of absence on half pay. The policy of sabbatical leave on half pay has been inaugurated in a great many of our colleges and universities with great success. I see no valid reason why the same policy would not be successful in our public schools. teacher who has labored seven years in a schoolroom certainly deserves a leave of one year on half pay. Within this time, she could travel, and become acquainted with many new problems and phases of school work. At the end of the year she would return, freshened in mind and body, with new aims, a broader outlook, and a wealth of subject matter. The benefits which the school would derive from her experience

would greatly offset the time lost and the expense incurred. I am inclined to think that sabbatical leave on half pay would practically insure the personal growth of teachers.

#### Leadership and Cooperation.

There is no chance for teachers to be other than followers. They have much responsibility, but little authority. Superintendents are supposed to be the leaders. In many cases, they know less about the administration and supervision of the school than the least informed teacher under them. Just here lies the golden opportunity of the superintendent. He should cooperate with the teachers, and make of the school over which he is placed, a well-poised, well-balanced and symmetrical whole. Above all things, he should serve as a stimulant to his followers, the teachers. Had not Caesar inspired and encouraged his troops, he would never have crossed the Rubicon. Similarly, teachers will never improve themselves personally, unless urged and materially assisted by their leader.

Association with her fellow-workers-fellowsufferers we might well call them-is a never failing source of assistance to the teacher. For some reason, teachers have never formed those close bonds of comradeship which are evinced in other professions. Recently, in different parts of the country, there have been evidences of the formation of Teachers' Unions, for the purpose of procuring salary increases. I do not refer to this kind of fellowship. I refer to a tie that binds the heart,—a tie known as brotherly love. Instead of everlasting competition among teachers, they should all join common interests in a common cause. That cause should be the betterment of American schools. If one teacher wishes to grow, all of the others should stand back of her and help her, as far as it is in their power to do so. No teacher will trouble herself to improve, unless she receives aid and encouragement from her fellows.

### Failures of Supervision and School Board

After several years' experience teaching in one community, a teacher is likely to assume a complacent attitude toward life and the world in general. She allows herself to slide along, year after year, in a self-satisfied frame of mind. Perhaps she is doing good work; perhaps not. In either case, she holds her job. Her outlook is something like this: "If any trouble comes up, I will not lose my job, because I have served faithfully all these years and my experience will save me." Such a teacher is a menace to the school system. As long as she holds her place, there can be no raise in the standards of the schools. Let us see why such teachers are retained in the schools.

Any man or woman of any profession, if not watched and criticized occasionally, will come to assume a devil-may-care attitude, and will tend to rest on the prestige of past laurels. School teachers are not exceptions to the rule. So, we have again come face to face with the fact that inadequate supervision is responsible for another alarming combination of circumstances in our schools.

Poor supervisors may be traced back a step further to uninterested school boards. Three-fourths of our local school boards do not know what is going on under their very noses, so to speak. Altho Miss So-and-So has become an automaton, a mere repeater, a complacent non-entity, she stays in the school. In most cases, the superintendent never reports to the school

board that she is growing too old for her job. In other cases, he does report the fact, which report the progressive board promptly ignores, after this fashion: "Don't tell us; we know Miss So-and-So better than you do. Why she has been in our school for years." So it goes. The teacher in question knows how the school board feels about her, and governs herself accordingly. Here lurks another evil that stands in the way of the progress of our schools. I would not have it understood that I am advocating that all such teachers be removed without warning, but I do wish to state that every teacher, in order to hold her position, should measure up to certain definite standards.

#### Dependence on Textbooks.

At first glance, it may seem a little extreme to enumerate dependence on textbooks as one of the reasons why teachers do not grow. Personally, I think it is one of the outstanding reasons why teachers do not consider it worth their while to improve themselves.

There are many superintendents who will not allow deviation from the textbook. I admit that it is a dangerous practice, if carried to an extreme, and I am not in favor of completely throwing aside the textbooks. They are necessary and vital parts of education. However, I believe that teachers should be well posted in matters pertaining to their particular subjects, aside from the textbook, and it is fitting and necessary that they bring this material into play when conducting classes. A superintendent who absolutely opposes and prohibits variation from the textbook, is narrow in the strictest sense of the word.

Some teachers could not bring into their classes material aside from the textbook, if they would. Such teachers should not be in the schools. They are no higher up the scale, as far as education and enlightenment are concerned, than the children they are supposed to instruct. Teachers in this class, most assuredly, need to have some improvements made along the line of educational equipment.

Too much uniformity in school policies is responsible for many of the dead school systems of today. Tennyson says: "The old order changeth, giving place to new." In these words he expressed one of Nature's laws. Modern children cannot be taught from "Blue-back Spellers." Modern teachers cannot be expected to adhere, year after year, to policies which have long since gone out of date. They must keep abreast with all the new school problems that come up along the way. Only thus can a modern, progressive, up-to-date school system be established and maintained. A school not susceptible to change, is but half a school.

#### The Problem of Finances.

To the door of financial conditions may be laid a great deal of the responsibility for too much uniformity in school policies. In communities where the tax appropriation is limited, it borders on the impossible for a school to become progressive. Modern public school education demands good buildings, good libraries, laboratories, and many other things that a city or community of limited financial standing cannot furnish. As a consequence, such communities must cling to the old policy of low standards and cheap teachers. A teacher in a school of this sort has no chance, and in most cases has no desire, for self-improvement.

In some neighborhoods, there are adequate funds to meet the demands of a growing school. These funds are handled by inferior school boards, that live in continual fear of misappropriating a few cents of the city's money. Many times it is easier for the members of the board to put into their own pockets the money that should have gone into the school. However, that



CARROLL R. REED
Superintendent of Schools-elect, Akron, O.
(See page 115)

is not my point. My point is this: On account of the squeamishness, the unscrupulousness or what not, of many of our boards of education, the schools suffer. The children are deprived of the privileges which they should enjoy, and here, more than in other place, we find the teacher whose plan of action is as formal and as uniform as a fashionable wedding. There is small hope for the self-improvement of teachers in a school controlled by such a board of education.

The school superintendent comes in for his share of the blame for too much uniformity in the management of schools. Boards of education often give superintendents tyrannical powers. In his hands the city's school system is placed, and he is given free rein in its administration. His laws are as well-defined and as inexorable as Newton's Law of Gravitation. His is a case of too much policy of the wrong kind. He holds his teachers to a hard and fast schedule, and in his mind it amounts to Bolshevism for one of them to deviate from the beaten path. Such an administration crushes individualism, in both children and teachers. No teacher living can improve herself, while placed under such circumstances.

In conclusion, let me offer a few suggestions that should be of value in helping teachers to improve themselves. Many of these may seem impractical and Utopian, but the time will come when their worth will be recognized and appreciated. Every teacher should have a certain number of hours in each week to devote to selfimprovement. Here are some of the things which should be emphasized: Outside reading, and study of new school problems, reading circle work, social and physical recreation, the observing of other schools and their methods, the hearing of the lectures of foremost educators. and the coming in contact with new ideas, and new fields of the educational world. These are suggested methods for self-improvement.

Now we will consider the atmosphere that must be provided in order to make the application of these methods possible. Teaching standards should be raised in proportion to a raise in salaries; there should be flexible salary schedules, with indeterminate maxima, and pay increases and promotion on the basis of efficiency alone. In addition, better supervision of the continuing, constructive type, should be provided, and some plan must be worked out whereby school boards can be better informed. When the vocation of teaching is placed on a par with the other professions, these suggestions will not seem unreasonable or extreme. Until these suggestions are acted upon, the process of selfimprovement will be a painful one to teachers.

GRADUATION SPEECHES IN THE SUPERLATIVE.

It is a beautiful custom on the part of the American schools to stage festive demonstrations for those who have completed given courses of study and are about to enter upon the great school of life. The effort to shower the graduates with advice, counsel and well wishes is commendable. The desire to equip them with an appreciation of the fundamentals to a useful career is proper.

Graduation exercises have become an event which leave a wholesome impression upon young and old. There is inspiration in the flowers, decorations, illumination and smiling faces. There are thrills and heart throbs in music and oratory. The presence of the young graduates arouses enthusiasm and brightens the whole vista of life.

Occasions of this character stimulate a new interest and concern in the social, civic and material progress of the community. They serve a laudable purpose in American life and should be continued in all their picturesqueness and wholesomeness.

Thus we hail them, applaud them. The spirit of democracy may have opposed silk dresses and economy may have frowned upon flowers, but the orator has not been subject to pre-determined changes and restrictions. His prestige as a man and citizen has been the guarantee that what he has said must be acceptable and conclusive. We are, therefore, merely concerning ourselves here with the orator of the occasion who employs argument and persuasion, rhetoric and logic, similitude and exceptions, prose and poetry to build the road to that one great goal—Success.

We are certain to hear the names of Carnegie as an industrial success, Marshall Field a commercial success, Edison the inventive genius, Marshal Foch the military genius, etc., etc. Success is illustrated in the superlative, thus carrying the impression that every boy must strive to become a Carnegie, a Marshall Field, an Edison, or a Foch.

Enormous wealth, great power and high honors may constitute the more attractive expressions of success but do not imply that success in everyday life which in its collective influence makes for the progress and stability of mankind. Success is not the monopoly of the few. It manifests itself in all the walks of life. The mechanic, the farmer, the salesman, the lawyer, the physician, the preacher and teacher—may all in their sphere attain the highest forms of success.

Thus, the boy who achieves the maximum of useful service in his chosen career and the girl who contributes the best within her to the duties coming within a woman's sphere, must be classed among the highly successful in life.

The lives of great men afford examples of the possibilities of emerging from the humble to the ranks of the distinguished. They illustrate the rise from the meager beginnings to magnificent endings and supply the elements that must be observed in every career in order to attain perfection. But, to point to the most distinguished achievements as the great goal is fallacious and misleading.

The finest examples in real success may be found in the humblest walks of life where men and women are constantly giving the best of soul and mind to the progress, the well being and the happiness of their fellowmen.

The teachers of Hannibal, Mo., have formed an organization known as the Community Teachers' Association. The organization has for its purpose the advancement of ideals and standards of teaching, and the promotion of the educational welfare of the state.

School teachers of St. Albans, Vt., have joined

School teachers of St. Albans, Vt., have joined a state-wide movement for the purpose of obtaining better pay.

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### Strengthening the Superintendency

Supt. Edwin C. Broome, City Schools, East Orange, N. J.

The problem of social and industrial reconstruction in this country is fundamentally a problem of education. National disorder is most violent and persistent in countries like Russia and Mexico where general education is least prevalent. In our own land, therefore, exposed as it is to the many dangers of imported prejudice and ignorance, the greatest problem today is the extension and improvement of popular education. The success with which we solve that problem will be the test of our democracy.

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s purrds of tional Education is a state function. It has been so provided in state constitutions; and numerous court decisions have confirmed this position. In no case, however, has any state directly assumed the responsibility for the complete discharge of this function. All states contribute to some extent to the support of public schools, and assume some of the functions of control; but the chief support comes from local taxation, and the main control is lodged in local boards.

Logically the state should, and eventually, perhaps, the state will assume the complete support and control of its public schools, just as today the state supports and controls its courts of justice. When that time comes all persons engaged in the work of public education will be state officials, appointed and directed by state authority, and assigned to state or local fields of service. Until that time comes cities with a high degree of public spirit, and a minimum of political corruption will have good schools; and cities with a low degree of public spirit and a high degree of political corruption will have poor schools. Likewise the wealthy suburban town will have good schools, and the country village with small resources will have poor schools. I believe that equal educational opportunities for all the children of a commonwealth will come only with complete state support and control of public schools; provided, of course, such control is honest, wise, and efficient, and the support is adequate.

The first place to begin in any effort to improve the management of schools is naturally with the board of education. A capable superintendent cannot get good results under a poor board any more than a good board can get good results with an incompetent superintendent. There must be an equal balance of efficiency. Those who have made a most thoro study of school administration agree that a comparatively small board is more efficient than a large Some of the largest cities manage their schools very effectively with boards of from three to seven members; while there are numerous small cities that run their schools badly with considerably larger boards. The size of the board is not so important a consideration as the quality of the membership, and the ideas or motives which determine selection. It would seem axiomatic that no person should be selected for membership in a board of education because he is a Republican, or a Democrat, or because he represents a certain element of a community; or because he is a strong influence in a politically doubtful ward; or because he has positive convictions as fo how schools ought to be run. A person might possess any one or any combination of the above qualifications and be excellent material for a board of education, provided,-and this is the important consideration,-provided he is a thorogoing American, honest and sincere in his dealings, a liberal-minded and broad-gauged citizen, capable

of serving the needs of the entire city, instead of a ward or section or faction, and one who manages his own business successfully. A board member, man or woman, should be a conspicuously able and outstanding citizen of the community. There are many such in every community. When a majority of a board of education is not composed of such citizens it is not because they don't exist. It is because they are not sought. It has been my great privilege to serve for several years under a board whose membership has been composed of a succession of high-grade citizens; and, in spite of frequent changes in the composition of the board, there has been steady and gratifying progress in the schools, and the uniform pursuit of high educa-This condition is possible in tional ideals. every community; and any other condition ought to be made impossible by appropriate legislation which will define as carefully the qualifications for membership of the board as legislation in several states defines the qualifications of a superintendent.

Let us consider some appropriate measures of strengthening the superintendency directly. Briefly such measures should contemplate the personal and professional qualifications, the selection, and term of the superintendent, and the powers and duties of the office. In a more extensive treatise on this subject it would be interesting to trace the evolution of the superintendency from the status of a walking delegate of the school committee to that of a responsible, general manager of a great system of schools; from a job which was passed around among retired ministers, briefless lawyers, and patientless doctors to a profession which requires as extensive general and technical training and as much ability as is necessary for the management of a great business or industrial enterprise. If all boards of education could fully understand the importance of the superintendency in a large system of schools, they would exercise more care in the selection of a superintendent, and would be inclined to respect more fully the prerogatives of the office.

The qualifications required by statute for the superintendency should be sufficiently high to insure every community well-trained and experienced educational leadership. The higher these qualifications can be placed, consistent with supply and demand, the more is the likelihood that boards of education will seek better talent for the superintendency than has been commonly done in the past, and that they will give the superintendent freer scope for the exercise of his functions.

The selection of a superintendent is perhaps the most important duty that a board of education has to perform. Most boards take this responsibility seriously, altho the methods employed are not always best adapted to securing the most suitable talent available. Boards of education could be greatly assisted in this particular by expert advice from state departments of education; but it would be difficult to frame legislation which would aid boards in the performance of this important duty. The New School Law of New Hampshire has attempted to meet the situation by providing that the state board shall appoint the superintendent from persons nominated by the local boards. This plan has much in it to commend-novelty, if nothing more; and I believe it is a step in the right direction, that of making the superintendent a state officer, and of having his selection determined by expert judgment.

The superintendent, however, should have sufficient length of service in a community guaranteed to him to have his plans carried out and the value of his leadership fairly assessed. The length of time necessary for this will vary in different communities. It will vary also according to the conditions in which a superintendent finds the schools upon assuming office; and also according to the temperament of the superintendent. Some men give all they have to contribute during the first year or two in office; others get under way slowly, but develop surely; while others are always in a state of stable equilibrium.

The final, and by far most important measure for strengthening the superintendency is the consideration of some means of establishing definite, working relations between school boards and superintendents. Where a board of education is well selected, harmonious, and free from extraneous influences; and the superintendent is a person of vigor and tact, and other conditions are favorable, there is likely to be a satisfactory understanding between the board and the superintendent of their respective functions.

The principle underlying all such legislation should be this: That the superintendent should possess whatever initiative is necessary to administer with efficiency the affairs of the school system. He should have the initiative, at least in the following matters:

1. In the selection, assignment, transfer, suspension, and dismissal of all his subordinates.

2. In the selection of appropriate educational books, supplies, and apparatus.

3. In the planning and alteration of the course of study.

4. In the determination of the standards of scholarship and instruction.

5. In the classification, promotion, and transfer of pupils.

In the direction, and supervision of all engaged in instruction, and management of the schools.

7. In the preparation of blanks and forms necessary for the proper conduct of school work.

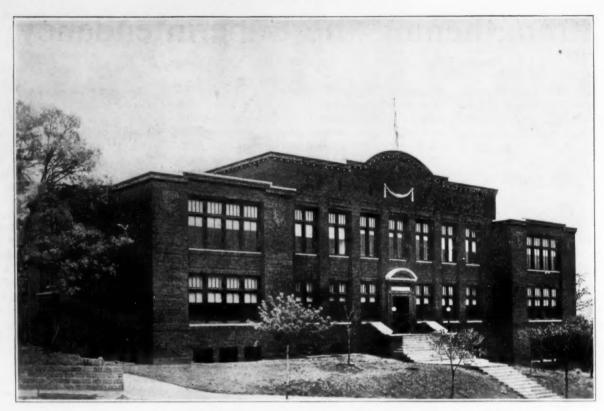
8. In the recommendation of policies for the advancement of the schools.

There are other items in which the superintendent should have the initiative; but these are the essential ones. Moreover the superintendent should be responsible to the board as a whole, and not to sub-committees, or individual members.

My contention is that the only thorogoing remedy which is reasonably within our control is to secure legislation in every state that will clearly and unmistakably prescribe adequate qualifications for the city superintendent, methods of appointment that will insure wise selections, reasonable provisions for continuance in office, and will make very definite the respective fields of action of the superintendent and the board of education.

The surest way to strengthen the schools is to strengthen the superintendency by appropriate legislation in the several states.

Philadelphia, Pa. The finance committee of the board has recommended an appropriation of \$700,000 for teachers' salary increases and has adopted provisions to form the basis of a salary schedule. The schedule will provide equal salaries for men and women, large increases for long service, a minimum of \$1,000 for grade teachers and \$1,240 for high school instructors. The increases will be retroactive to January, 1920.



PLATTSMOUTH HIGH SCHOOL, PLATTSMOUTH, NEB.

### THE PLATTSMOUTH HIGH SCHOOL

E. H. Wescott, Secretary, Plattsmouth Board of Education

An interesting example of a schoolhouse that is one of the important buildings of the community, is the high school at Plattsmouth, Neb. This school, which was erected in 1917 and 1918, has proven in two years' use to be a most satisfactory structure and has given splendid community as well as educational service.

The building was intended for general community use and its effectiveness as a social and civic center was taken into account in the plan-

ning and construction. The building is situated on a plot 300 feet square near the top of a hill and overlooks a good part of the community.

The building is rectangular in form, 126 feet, 8 inches long and 68 feet deep. It is three stories high and advantage has been taken of the slope of the city to place a sub-basement at one end.

The main front of the building faces south.

A central or main entrance leads thru the vestibule to the main corridor which is parallel with the front. This corridor which is also entered from the east and west ends thru vestibules on the ground story level, is eleven feet wide in the clear, exclusive of locker space. Stairways lead from the main floor level to the ground floor and second story levels and down to the spectators' gallery on the gymnasium floor level.

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FLOOR PLANS, PLATTSMOUTH HIGH SCHOOL, PLATTSMOUTH, NEB.

Geo. Berlinghof, Architect, Lincoln, Neb.



EXTERIOR VIEW—RIVERSIDE-BROOKFIELD HIGH SCHOOL, RIVERSIDE, ILL.
J. C. Llewellyn, Architect, Chicago,

The building has been very wisely planned so that the boiler and fuel rooms are located outside of the main structure but attached to the northeast corner of the same. These rooms are accessible from the inside of the building by a separate stairway as well as by a direct entrance from outdoors. Adjoining the boiler-room and small workroom, a shower bath has been provided for the engineer. The coal bunkers are large enough to hold three carloads of coal so that a winter's supply can be stored at one time. The heating plant is sufficient to supply steam for an old school building which is located on an adjoining lot.

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The ground story contains a gymnasium of standard size. With spectators' gallery at one side it measures 64 by 46 feet. At the east end of the building, back of the gymnasium, are located the boys' and girls' locker and shower rooms and toilets. These are connected with the gymnasium by independent passageways. The fresh air rooms and the plenum chambers are located at the east end between the boys' and girls' locker and shower rooms.

The domestic science department is located at the east end of the ground story and the manual training department occupies corresponding space at the west end. Both departments are equipped in the best manner possible and no effort has been spared to make them modern in every respect.

The first floor contains seven classrooms of regulation size, physical and chemical laboratories and a science lecture room equipped with elevated seating. The equipment of the laboratories is complete and thoroly modern. At the front of the building, adjoining the main entrance, are located the superintendent's, business and private offices, a fireproof vault, wardrobes, etc. Adjoining these rooms is a large book room.

The width of the building makes it possible to provide alcoves in the first story corridor for the lockers which are neatly built in.

On the second floor there are five regular classrooms, a commercial room, and a large library. A fine auditorium is located in the center of this story. It occupies the main part of the building, the roof of which is carried up above the roofs of the wings. The room has space for 200 pupils at desks or for 500 opera seats. A gallery is provided to seat 150 persons. The stage is ample for ordinary school entertainments and assemblies, and provision is made for a projection booth.

(Concluded on Page 117)

#### PLANNING THE HIGH SCHOOL FOR ENLARGEMENT

A Splendid Type at Riverside-Brookfield, Ill.

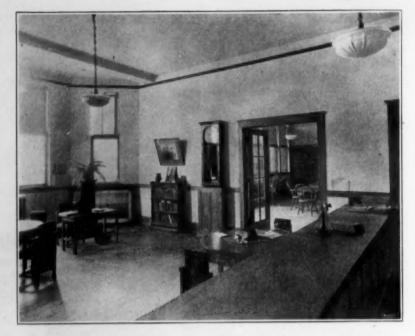
Of the grief which overtakes school boards as a result of careless planning of school buildings, none is more annoying than that which arises when the high school population outgrows a comparatively new building and it is practically impossible to enlarge the structure without big expense and violation of all canons of architectural design and planning. It may be said that neglect of growth in school enrollment and of the broadening tendency of school programs is the single large mistake that school boards make in schoolhouse construction. The problem has not been given sufficient study except in the large cities where it is relatively unimportant. It is highly desirable that it be studied at the present time when the lack of funds combined with the high cost of building construction make it practically impossible for

boards to undertake more than is immediately and seriously needed.

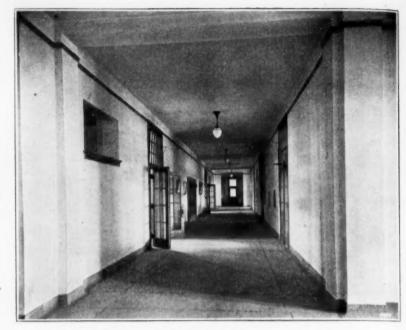
The Riverside-Brookfield High School in Cook County, Ill., is a valuable type of school building in which enlargement has been the compelling motive in the general scheme and in the adjustment of the several groups to one another. The architect in studying the local problem departed entirely from the idea of the classroom as a unit and from the conventional method of elongating wings. He built a nucleus around which added groups of new rooms might be built. To make this possible he provided that quite a few of the rooms in the first units of groups should serve an immediate purpose as well as an ultimate purpose when the building should be completed.



AUDITORIUM-GYMNASIUM, RIVERSIDE-BROOKFIELD HIGH SCHOOL.



GENERAL OFFICES-RIVERSIDE-BROOKFIELD HIGH SCHOOL



VIEW OF CORRIDOR-RIVERSIDE-BROOKFIELD HIGH SCHOOL

The original purpose was to erect only the front portion of the building which includes only the classrooms, laboratories, and study hall and, at some distance in the rear, the boiler and fuel rooms. It was intended that the second group should contain the auditorium-gymnasium, the locker and shower rooms and the swimming pool, but the plans had hardly been completed when it was found that the second group would be as necessary as the first, and it was immediately built. The room marked "swimming pool" at present houses the manual training shops and the lunch room. The next step in the development of the building will be the erection of the group at the right of the building so as to care for the growth of the shops and of the art department. The final section, at the left, will include the clubroom, lunchroom, music room, etc.

The present units of the building were erected in the summer and winter of 1917-1918. The construction of the classrooms consists of wood joist with rough floor, one and one-half inch of concrete deadening and maple floor and plastered on the lower side. The corridors and stairways are fireproof.

The exterior finish consists of dark red rough face brick trimmed with artificial stone resembling pink granite. The roof is flat and covered with composition material. The interior finish is in oak, stained with a light green stain filled with a white lead filler and varnished. The corridor floors and stairs are built of cement. The cost of construction is 14 cents per cubic foot.

The heating and ventilation is what is known as the split system. The ventilation is accomplished by fans. Direct radiation automatically controlled is provided. The cost of the heating system is \$21,636.82.

The present pupil capacity of the building is 350, and it will eventually be 600 pupils.

The building is provided with a study hall 42'x63', with balcony with a seating capacity for purposes of assembly in balcony of 100 pupils.

The auditorium and gymnasium is 48'x85' with a balcony capable of seating 264 students. A large stage and dressing rooms are provided. The floor of the gymnasium is capable of caring for 650 to 760 pupils with movable chairs.

The building was designed by Mr. Joseph C. Llewellyn, Architect, Chicago. It has now been in use for two years and has thus far met all the requirements of a serviceable high school.

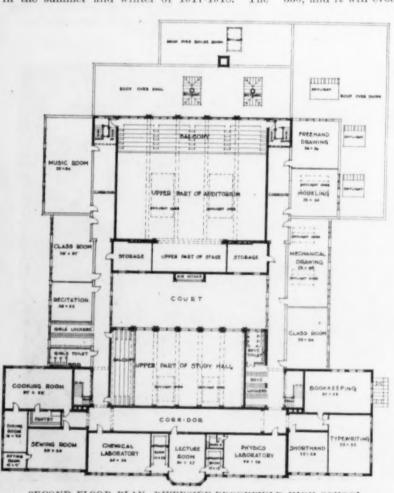
Officials of the department of examinations of the Chicago board of education have announced a shortage of 800 teachers.

A lay organization of Ohio teachers has been formed by 175 delegates to the recent State Teachers' Association. In the new body, all members will be delegates from local organizations, thus being representative in voting power.

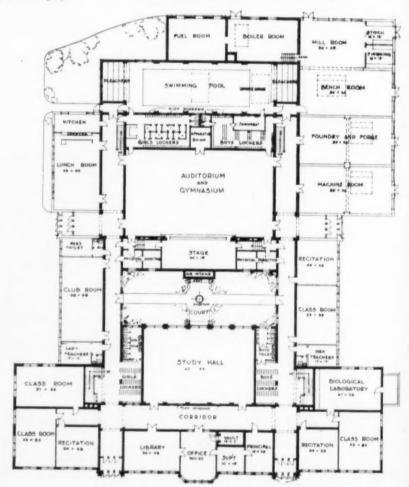
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SECOND FLOOR PLAN-RIVERSIDE-BROOKFIELD HIGH SCHOOL



FIRST FLOOR PLAN—RIVERSIDE-BROOKFIELD HIGH SCHOOL



TWO TEACHER SCHOOL

### Rural Schools for State of Delaware

ONE AND TWO TEACHER BUILDINGS

James O. Betelle

Illustration from the work of Guilbert & Betelle, Architects for the Delaware School Auxiliary Association.

The school building program now in progress thruout the State of Delaware is at once the most interesting and probably the most important that has ever been undertaken by any State.

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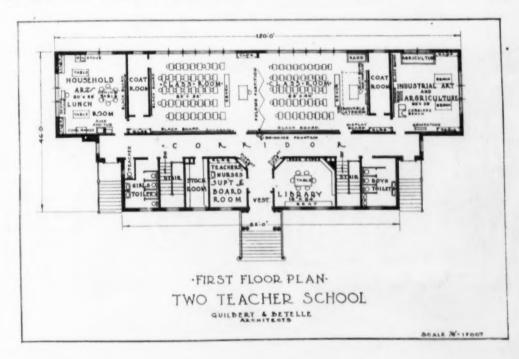
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It so happens that the State of Delaware is in a peculiarly suitable condition for such a far reaching program. Practically no new schools have been built in the State for the last twenty or thirty years and the majority of the school buildings are fifty to one hundred or more years Inasmuch as nearly all of the school buildings are obsolete and in many cases a menace to the health and safety of the children, the rearrangement of the buildings, their elimination in some instances and consolidation in others means only the discarding of old buildings which should have been torn down years ago. The State will now have what almost amounts to an entirely new school building equipment located and constructed along the most modern lines.

The more progressive citizens of the State have long realized that the courses of studies and the buildings in which these studies were being taught did not measure up to modern educational requirements. Such conditions placed the young people of Delaware at a great disadvantage when they met in competition during their life's work, the better prepared pupils from the neighboring states of New Jersey, Maryland and Pennsylvania. It was felt that some remedy must be found for these existing conditions and it was decided to approach the problem in the most progressive way. Following this determination, the General Educational Board was retained to make a survey of the educational standards of the State, also the laws and conditions under which the educational system operated. The report at once indicated a desperate need for improvement and pointed out that nothing worth while could be done under the existing state laws. These laws were a patchwork of obsolete, conflicting, and inadequate statutes adopted from time to time during

a century or more; none had ever been repealed, nor had they been made to agree with one another. Under these circumstances the only thing to do was to repeal all the existing laws and enact an entirely new School Code along up-to-date lines. This important work was done by the General Education Board under the capable direction of Dr. Frank A. Bachman, and the Code was adopted by the State Legislature and made a part of the laws of the State. The section of the Code applying to school buildings practically condemned all the existing buildings as none of them came up to the requirements of the new laws applying to ventilation, sanitation, lighting, and safety.

Now that certain standards of excellence were required by law of a school building, it was necessary to determine accurately the merits of all the schools in the State. While it was realized that the school buildings were in bad shape, it was not known just how bad they were or which were in the worst condition and needed attention first. Here again the assistance of the best authorities in school construction were called in. This time Dr. George D. Strayer, Dr. N. L. Englehardt and Mr. Hart, of the Department of Educational Administration, Teachers College, Columbia University, New York City, were retained to make the investigation, and they spent several months visiting every school in the State and rating them as to their relative merits. The results of this survey showed conditions to be even worse than had been supposed. These same experts also wrote the "Rules and Standards" of school building construction, and advised as to suitable plans for schools of various sizes.





It is not to be imagined that all this excellent work could have been done without some opposition. It was, of course, known that the

construction and maintenance of these improved school facilities would mean an increase in the tax rate. The citizens of the State of Delaware

are no different from those of any other community and an increase in the tax rate means opposition from those to whom the present conditions seem "good enough." The majority of the citizens, however, stood firmly back of the work for the betterment of the schools, and they were in the end successful.

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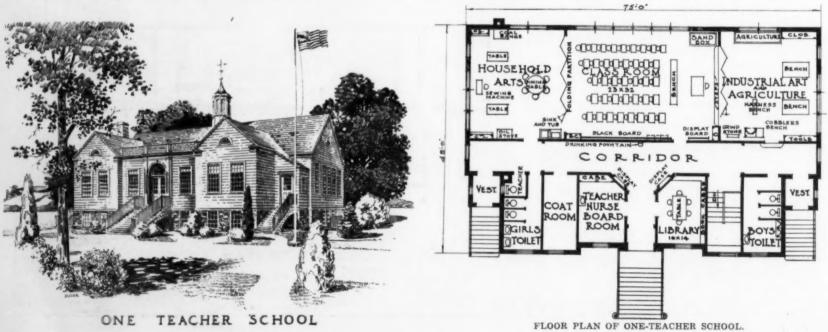
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While it was admitted that all these new buildings would be costly, especially at the present time, a way was found out of the difficulty in the person of Mr. Pierre S. du Pont, who was appointed by the Governor a member of the State Board of Education which had been created by the new School Code. Mr. du Pont belongs to that family of Delawareans which has done so much for the State, not only in roads and education, but in public improvements generally and in business enterprise. It was thru Mr. du Pont's generosity and vision that it was made possible to defray the cost of preliminary investigations of the educational system and school buildings of the State. It could hardly be expected that the State Legislalature would make an appropriation for such a purpose, with all the other urgent demands upon the state treasury, nevertheless to make the results of such an investigation worth while, it was necessary to retain the services of the best experts, which were necessarily costly.

After the School Code was made a law and to encourage the acceptance of this School Code by the various districts, Mr. P. S. du Point made a gift of the sum of \$2,000,000, which was to be apportioned to the districts accepting the new School Code and to assist them in the construction of new school buildings. To handle the expenditure of this money the Delaware School Auxiliary Association was incorporated and Dr. Joseph H. Odell, the director of the Service Citizens of Delaware, was made its president. The principal duty of the Delaware School Auxiliary Association was to have charge of the expenditure of the du Pont fund, and the able services of Dr. Odell and his associates of the Delaware School Auxiliary Association, cannot properly be appreciated until later on when the results will speak for themselves.

In the schools for white children the various communities were to issue bonds up to five per cent of the assessed values of the property in the districts and additional money was then to be appropriated from the du Pont fund to assist in paying the cost of a proper school building. On account of the reluctance of some of the districts to tax themselves for the schools for colored children, Mr. du Pont made a further donation of \$500,000, which taken together with \$400,000 set aside for this purpose in the



original gift, made a total of \$900,000 of the du Pont fund to be used for the purchase of ground and the construction and equipment of school buildings which were to be presented free of all cost to the colored people of the various districts. This is to be Mr. du Pont's contribution towards the solution of the race problem. It would be difficult to imagine a more practical or more useful gift and one that would be of greater benefit to the community and the State.

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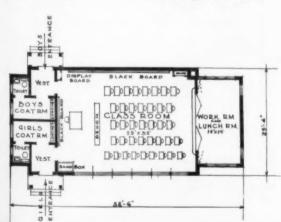
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This article treats only of the one and two-teacher buildings, which are of course located in the more remote portions of the State. While there will be a great amount of elimination and consolidations of the one-teacher schools, nevertheless there will be a great number of schools this size especially, for the colored children who are scattered in many isolated groups thruout the State. There will be no difference in the design or the construction between the buildings for the white children and the buildings for the colored children.

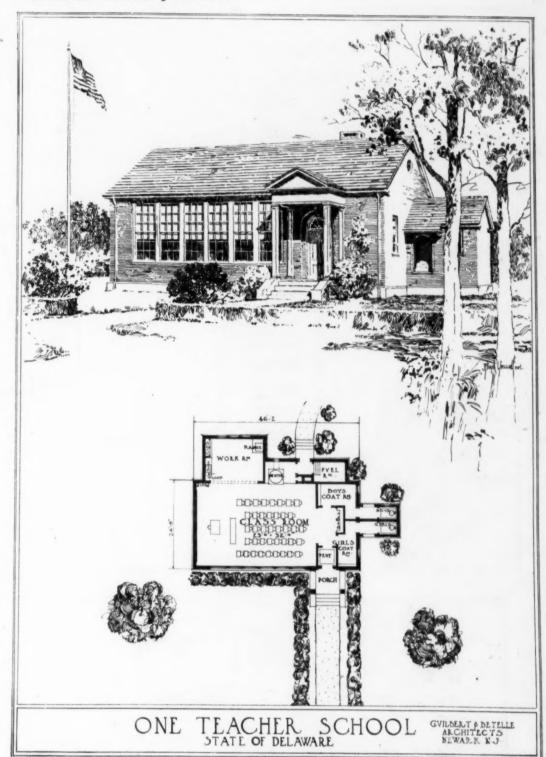
The architecture of rural schools thruout the United States has been very much neglected. These buildings, with but few exceptions, are most unattractive and without the first elements of good taste or good architecture. The reason for this is easily understood; these buildings have been built by widely separated communities, over a long period of years; the funds available and the importance of the work did not permit of the good architectural services the larger building program in a limited area makes possible. The quality of the rural school building is improving, and the instructive bulletins with standard plans that have been prepared by a number of the state departments of education and the U.S. Bureau of Education, for free distribution to districts contemplating the erection of a new school building, have contributed in a very large degree to this improvement.

It was desired in the new Delaware schools to make some advance in the design of the school buildings and at the same time keep down their maintenance cost. It would not be expending the money to the best advantage if a school building containing all city conveniences, were presented to a community the maintenance of which would always be a heavy burden of expense to the community. Such a policy would bring in question the wisdom of Mr. du Pont's gift, so the cost of maintenance has been seriously taken into consideration in order that the gift might be of the greatest possible benefit to the community.

The small rural school is not so simple a problem as it might seem at first glance. It must be remembered that the teacher is usually the janitor. In addition to her instruction duties she must be burdened with many other cares. How to reduce these duties and permit her to give the maximum time and energy to instruc-

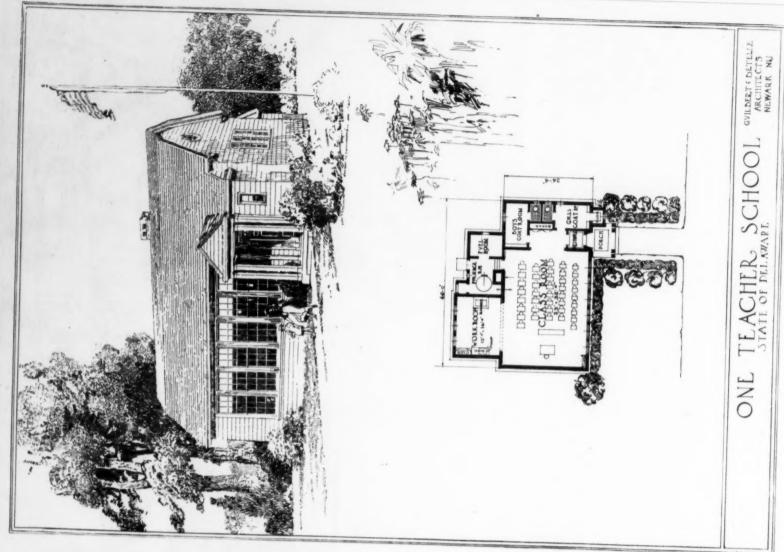


FLOOR PLAN OF ONE-TEACHER SCHOOL.





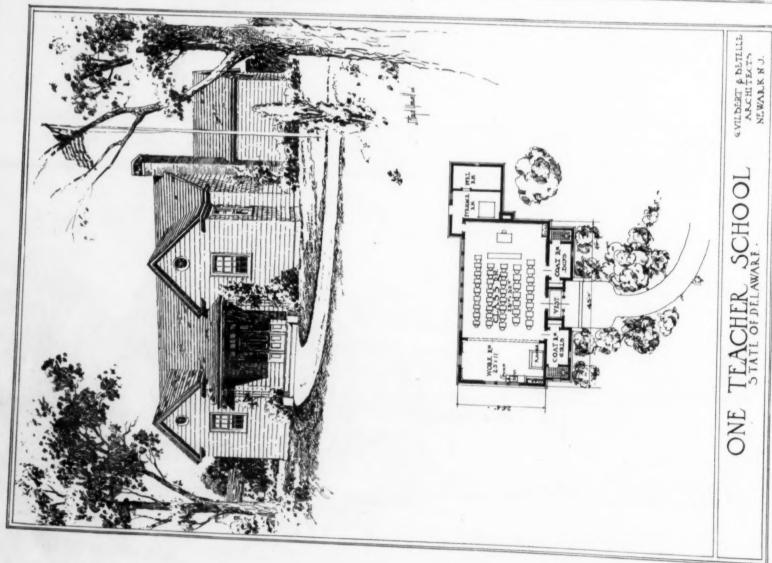
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tion has been given the greatest amount of thought and study. The layout of the heating, the water supply and the plumbing has been the most difficult to decide upon. From the standpoint of first cost it was possible with the funds available, to install the very best systems of heating; running water for drinking purposes, and for the installation of water closets. It was not this first cost, however, that was the deciding factor, but rather the attention and expense that was necessary for proper maintenance after the systems had been installed. It must be realized that these small buildings receive no attention during the holidays, or from Friday until Monday, and that no heat is maintained in the building during these periods. Even if it were decided to keep heat up at all times during cold weather so that running water systems could be installed, heavy snows and impassable roads would often make it impossible to reach the school building for days at a time; the freezing up of the plumbing system would naturally be the result.

After much consideration and investigation it was decided to install chemical toilet fixtures inside the building and reached thru the coat rooms. For the water supply system it was decided to install a hand pump over a sink in the work room. The water in the pump will be sufficiently below grade to prevent freezing and it is in a convenient location for use both for drinking purposes and for instruction purposes in connection with domestic-science lessons. For the heating a jacketed stove located in an alcove, or a furnace placed in a small room outside of the classroom was decided upon. It is realized that the jacketed stove will heat and ventilate the classroom with considerably less coal than the furnace. It is admitted, however, that the jacketed stove does not give the required 30 cu. ft. of air per minute per pupil and on this account it of course consumes less fuel. A stove in the classroom with the attending noise, confusion and dust which is caused by the putting on of coal and the removal of ashes is very much of a handicap to good instruction work. A furnace in a separate room, where the firing and the removal of ashes will not interfere with the classes and which will provide the proper amount of ventilation, be installed where the community is willing to provide the additional amount of fuel to obtain the more satisfactory results.

Actual construction is now under way on three experimental one-teacher schools, all three being different plans and containing different items of equipment. It was thought wise to build these three schools and have them visited and criticised by everyone interested before starting in on a wholesale construction of the hundred or more small buildings needed thruout the State. Any mistakes in layout which showed up after the completion and use of these buildings, or any improvements that may be suggested, could be taken advantage of and incorporated in the future buildings.

The community use of these small schools has always been kept in mind. In the isolated communities the church is usually nearby the school and it is contemplated that these two elements of public welfare work will cooperate very closely. The classrooms will be fitted with movable desks which can be placed around the walls and the center of the room left clear for community meetings or dances. Additional chairs are kept in a convenient store closet and can be brought out and used for community lectures, entertainments, etc.

The workroom adjoining the classroom can be used not only for the instruction of pupils, but is available as additional seating space for meetings, for the serving of refreshments at enter-

(Concluded on Page 117)

000000000 0000000000 actions aninn 0000000 0000000 00000000 00000000 ARCHITECTS NEWARK NJ TWO TEACHER SCHOOL



TWO TEACHER SCHOOL

GUILBERT & BETELLE ARCHITECTS

(See Plan on Page 117.)



### THE AMERICAN School Board Journal

WM. GEO. BRUCE | Editors

#### EDITORIAL

#### WRECKING PROFESSIONAL FUTURES.

THE prestige of an educator is an intangible but, nevertheless, a valuable asset. What credit and good will mean to a merchant, prestige and reputation mean to the schoolmaster. Destroy the credit and good will of the merchant and he is bankrupt. Destroy the reputation of an educator and he is professionally ruined.

School boards frequently manifest a brutal disregard for the rights and prerogatives of the professional men with whom they deal. resort to the hiring and firing methods of the factory and the store without proper regard for the equities involved.

Here is a case in point. An extract from a recent newspaper article on the action taken at Jeffersonville, Ind., reads as follows: "The board has an agreement with the superintendent that he is to tender his resignation when his services are regarded as unsatisfactory. the view of the board that Professor Taylor is inefficient', said Mr. Scheer, a member of the board. His resignation is accepted."

The Jeffersonville case is applicable to several cities whose school boards have within the past year dealt summarily and ruthlessly with their superintendents. The mechanic who is discharged may go across the street and pick up another job. The school officer who is openly dropped is likely to remain jobless as far as his chosen profession is concerned.

If the superintendent is inefficient he ought to be dropped. No one will dispute that. The educational rights of the pupils are primary and controlling. But, cannot these rights be subserved without destroying the professional future of the school officer? Is it worth while to assume here that a professional future does exist? Who shall determine otherwise? Is it the function of a school board to decide that such future does not exist and that the school man's career shall be ended permanently? Who shall say that if a superintendent does not fit into one school situation he may not fit into another? Who can hold that a man may not render better services in one community than in another? Conditions vary, men differ, situations change.

Surely, a publicly proclaimed dismissal carries with it the expulsion from the profession. What board will care to hire the man another board has fired? The superintendent who is thus marked must seek other fields of activity. He is lost to the profession.

And that brings to the surface another phase of the subject which must not be overlooked by school boards. The shortage of male teachers has grown for many years to a point where men teachers have nearly vanished from the classroom. School superintendents do not grow on every bush. Entrance into the profession of teaching must be encouraged rather than discouraged. Superintendents who may be unequal to one situation may master another. Failure in one city may be followed by success in another.

#### SCHOOL BOARD JOURNAL

At any rate, it becomes the duty of school boards to deal thoughtfully and tactfully, and with due consideration for all the equities involved in the change of school executives. Such changes must be determined not only in the light of immediate community interest but also with a due regard for the profession as a whole which is so vital to the welfare of the nation.

#### THE BEST ARGUMENT.

The strongest reason for greater democracy in educational administration is the greater efficiency which will result from the participation of teachers in outlining policies, in suggesting changes in classroom practice, etc. teacher has unsounded depths of ability and unexpected qualities-initiative, leadership constructive thought-which are wholly lost because they are not used.

Every great industrial leader has become great because he has been able to get others to work for and with him and has brought out the best in his associates. The same situation obtains in the schools. The most successful superintendents invariably have the best supervisors and the strongest principals; the most capable principals have the most interested, efficient teachers. And invariably the men and women who hold subordinate positions in such school systems have the greatest measure of freedom and the largest opportunities for working out their own ideas.

#### ON SOBER SECOND THOUGHT.

THE economic disturbances which are afflicting an entire world have not spared its professional workers. The American teacher has been among these.

A partial cessation of the peaceful pursuits, owing to the world war, has caused a shortage of men and materials. This shortage of men has manifested itself in almost every activity. It has caused the shortage of materials.

Thousands of districts in the United States are doctorless, nurseless, teacherless, preacherless, etc. The shortage of doctors is estimated at 5,000, clergymen 10,000, teachers 30,000, nurses 100,000, farm labor 500,000, mechanics 1,000,000, unskilled labor 1,000,000. The world is fully three years behind in its work.

Men and women have changed their regular vocations for those that are more lucrative. with the result that industrial and commercial fields have gained at the expense of the professional. It was, therefore, only natural that the profession of teaching would suffer. Its ranks are subject to more constant recruiting than those of any other calling. Its compensation, in view of the preparation and training exacted, was inadequate. Thousands of teachers have left the ranks, recruiting has become impaired.

The case of the teacher has been ably and exhaustively argued. Educators, great and small, have spoken. The American people are alive to the educational crisis and school boards are seriously grappling with the financial problem involved, are providing adequate compensation, more acceptable conditions, and encouragement to the profession as a whole. The problem is being met as rapidly as conditions will per-

But, while the cause of no other profession has been enunciated more clearly, more eloquently and more convincingly, there are those who shoot wide of the mark in attempting to impress the press and public with that cause. We have in mind teachers who avail themselves of the abnormal situation to speak their minds on school boards with reckless freedom and abandon, with a tendency to air petty grievances, manifest restiveness under rational regulations, and belittle properly constituted au-

With unbelievable suddenness they thority. have relegated the profesion to a drudgery and the teacher to martyrdom. The old time joy and pride in a great calling, the satisfaction of useful service, and the intellectual privileges afforded, have suddenly disappeared. These teachers have coddled themselves, sorrowed over themselves, and led themselves to believe that they are a grossly abused people.

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Let us not be carried away by a temporary condition. The profession stands as high today as it ever has in its history. Its compensations are as rich and fulsome today as they ever have been, and will unquestionably be richer and more fulsome in future than they have been in the past. Its economic rewards will not be less.

School boards are no worse in a day of economic disturbance than they were in a day of normal conditions. They are, on the whole, meeting the perplexing problems that confront them with all the resourcefulness at their command, and are striving to observe all the equities involved in the situation.

#### FILLING THE PRINCIPALSHIP.

THE shortage of teachers is limited not only to classroom workers as such but is extending to the supervisory and administrative departments of the schools. No figures are available concerning resignations of principals and superintendents but we have a very definite impression, based upon scattered information and newspaper accounts, that the number is considerable. The schools seem to be losing the younger men who have much initiative and force and who are ready to enter some commercial or industrial occupation which offers greater opportunities and higher compensation than is possible in the lock step of the school system. The smaller and medium size cities are conspicuous in their losses of schoolmen while the large cities are not being hit quite so hard.

We believe that school boards are making a serious mistake in discounting the serious effects of the defections from the supervisory ranks. It is apparently easy to fill vacancies thru promotions from among the instructors. In practically every city and town there are numbers of teachers who are timber for principalships or supervisorships and who are eager to perform the broader duties which the offices involve and to accept the higher salary attached.

The real difficulty lies in the removal of experienced men and the loss of the accumulated understanding, wisdom and force which is thus dissipated or entirely destroyed. No school system can sustain such losses without also losing stability, continuity of growth and efficiency.

As strong an effort must be made, we think, to retain principals and supervisors as is being made to hold teachers. With the coming of thousands of new teachers into the respective school systems, with the admitted lowering in the preparation of a majority of the new teachers, there is need more than ever before for wise, steady leadership. The continued unrest among teachers and the general social and economic disturbances which surge round about the school systems all demand the continuance of strong, masculine control and experienced handling.

#### DISCIPLINE UNHINGED.

THE world is still in a much disturbed condition. The transition from a war to a peace basis has not been completed. Normal conditions have not arrived. Famine and crime, riots and revolution, protest and disorder still characterize the world. Autocracy dethroned is followed by democracy unadjusted.

The departure from that established order of things in which the world found itself before the war has rolled like a threatening wave over

the nations of the earth. Revulsion has followed revulsion. Extravagance and profiteering are creating a new alignment of paupers and millionaires. An old world aristocracy finds itself in the gutters while a new world proletariat is building palaces. The newrich have come upon the scene in a plentiful crop.

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Respect for authority has been shaken. Discipline has become unhinged. The baser man has asserted himself, and has rendered the task of civilization more difficult, and the cause of education more important.

The spirit of the hour has undeniably even affected the ability and stability, as well as the tranquillity, of the American schools. School boards are struggling for more tax revenue, teachers for more pay, pupils for more license. Here are thousands of childen without adequate housing because schoolhouse constuction has been retarded; there are thousands of schoolhouses locked up because of a teacher shortage.

School board rows have been multiplied. Teachers for the first time in the history of their calling have resorted to strikes, or calmly deserted the school for more lucrative occupations. Students have with the "soviet" spirit defied the school authorities, abused the faculty and employed the strike method of recording their opposition to order and discipline.

We do not cite these things in a spirit of alarm. They are a mere echo of the larger and more serious disturbance that has gripped the economic and social fabric of an entire civilized world. The abnormal conditions which crept into our school activities are well in hand, and the administrative powers as constituted in American school systems are well able to solve all economic and disciplinary difficulties which now beset them.

The lesson afforded here is that the economic rise and decline of any nation may affect favorably or adversely the educational interests of such nation. Again, that political disorders are bound to affect the morale of the children of the land and weaken the disciplinary influences of their elders.

But, a calm view of the upheavals that afflict the old world and are reflected in a lesser degree in the new lead to the conclusion that the mission of the American school has become doubly important to the tranquillity, safety and perpetuity of the great Republic. Reflection here leads to the further conviction that the trust placed in the keeping of school boards has never been more imperative, more vital, more sacred.

#### FUTURE STATUS OF TEACHERS' COM-PENSATION.

Some genius in Wisconsin recently conceived the notion that the tendency for higher teachers' pay should be effectually checked by united action on the part of school boards. He prompted a state conference to bring about this result. Some 150 school board members gathered at the capitol city to discuss the subject, but readily and sensibly concluded that the situation demanded something entirely different than opposition to salary raises. Equity and common expediency called for ways and means to stimulate school revenues and strengthen the teaching profession. These questions became the real program of the hour.

A similar conference was called in Iowa but its original purpose was to meet the emergency, and meet it promptly and efficiently. All conferences of this character must concern themselves with a situation which has reached the state of a crisis. It is no longer a question whether the teachers shall receive more pay. It is the problem of raising the necessary funds to meet the increased cost of an entire school system.

The plain truth is that the value of the teachers' service has in the past been underestimated, that the profession has not been accorded the prestige to which it is entitled, and that school boards thruout the land have failed to recognize this condition. We all remember that when, more than a decade ago, efforts were made by state legislatures to fix a minimum wage for the rural school teachers at \$40 per month, there were those who combatted such measures and in instances defeated them. Teachers were placed on the auction block and sold to the lowest bidder.

A sensible view of the whole matter must lead to the following conclusion: The adjustments from a war to a peace basis are in progress. The transition from an abnormal to a normal condition is under way. The world has gone back to work and the supply of commodities and service will, sooner or later, catch up with the demand. In a degree the peak has been reached and within the next year or two the prices for commodities as well as the wage scale will begin to experience a decline.

But, let us assume that within the next few years both the cost of living and the wage scales have come back to the normal. It will, nevertheless, remain true that the compensation for the teacher must, in a comparative sense, be higher than it ever has been in the history of this country.

And, there is absolute justice for this claim. The American people will not only demand good teachers for their children, but they will demand better teaching than they have ever had. This will mean that the profession must become subject to a higher appreciation so far as the social status of the teacher is concerned and to a compensation that will be sufficiently equitable to induce young men and women to enter the profession.

The supply and demand rule, as we have stated on former occasions, will not apply in future as it has in the past in the fixing of teachers' salaries. There must come into play a recognition of the investment made in educating the teacher, the standards of living which teachers must adopt, and provision for a margin between salary and cost of living sufficient to enable a competency for old age.

Finally, the compensation must be more nearly in keeping with the value of that service to the nation in maintaining its material progress, its social well being and its stability and perpetuity.

Two aviators, at an altitude of ten thousand feet: "We are passing a dim, quiet spot. It must be a sleeping vilage," said one. "No", replied the other, "that's the city of Philadelphia." A year later: "We are passing a battlefield in action. The guns are booming terrifically", said one. "No", replied the other, "that's Philadelphia fighting over a school survey."



Will YOU Fall Down This Fall?

The shortage of school sittings for 1920 will exceed all past experience. Schools will open September 1, 1920, with more barracks, more part time schools and less adequate equipment for the proper housing of school children than ever in the history of the country. Unless provision is made now, there will come to school boards an unparalleled rebuke from the public for the lack of foresight in providing the mere essentials of proper housing and equipment.

"Will you fall down this fall" is a question we ask every school board of America.

### 'AS ITHERS SAW YE' AT CLEVELAND

A Superintendent's Wife

Every member of the little group that had been waiting in the overheated railway station, or shivering in the raw, damp air of the platform, was glad to see the "School Men's Special" approaching, glad to hear "All aboard for Cleveland." There was the usual scramble in finding the proper pew, the disposal of baggage and wraps; then the hearty handclasp and the cordial greeting as friend met friend, whom he perhaps had not seen since the convention last year, or even longer.

A great change had come over these men during the last twelve hours. For the past week every one of them had worked harder than usual, in order to clear up his desk, and leave with a good conscience. The change began when he closed that desk and walked out of the office. But there is no freedom as long as one is "connected up" on the telephone, so it was only when the engine had cut the connection that the jolly, care-free, boyish expression, so delightful to see, beamed from every face. White-haired Sixty was jollier than black-headed Thirty; he knows how to appreciate a vacation. Besides, he has no need to be so watchful of his dignity.

When all were settled in the hotel and had procured the detailed program, the question was not what to go to, but what one could possibly omit. There was the central body, and 59 related departments, each with programs of their own, some short, some more pretentious, many very

promising.

The conduct and behavior of the presiding officer, of the various speakers, and of the audience, is fully as interesting as the subject matter. It is pleasant and profitable to listen to a program when every one of the speakers is present and prepared—it is equally profitable to see a dainty little woman stand by the wheel and unfalteringly put thru a program where the speakers (present as well as absent) are a disappointment, and the audience frankly shows its displeasure.

During the afternoon of which I have just been speaking, a short discussion on Swedish gymnastics came up incidentally. It was a pleasure to see the gracious way in which the lady and gentleman disagreed, and the straight-forward manner in which he acknowledged that he had spoken without sufficient information, saying that he was glad that not only he, but the entire audience, should be set right. In like manner when two women had all the necessary ingredients for a tempest in a tea-pot, one of them said: "I believe that in essentials we agree; but we are in danger of slipping past each other in this discussion simply because we differ in our use of terms"-and the air was cleared. One speaker of authority condemned wholesale the enforcement of the compulsory education act. A member of a school board from the middle west had the courage to rise and object to the implied criticism of all school officials who have to do with this problem. I regret to say that the gentleman was more courteous in making the correction than the lady was in receiving it.

The climax of that afternoon came when California and Pennsylvania nearly came to blows over a trivial matter. It was especially exciting to me as the gentlemen stood only about six feet apart, and I sat between, directly in line with their animated fists. And they couldn't drop it. They kept glaring and growling at each other like two excited street boys.

When will speakers learn that the one who spends the first five minutes of his time in apologies and explanations, thereby loses his audience? A man of many years' experience

apologized saying that he had not known that he was on the program until Monday morning (which still left him four days.) That was no excuse. At Chicago last year, on 24 hours' notice, a girl, still in her twenties, substituted on the program of the Deans of Women and did it so well that the majority of us were glad that the regular speaker was not there, able tho she is. Time is valuable at a convention, and the man or woman who is not prepared has no right to take more time than it takes to say so.

Each year there is an increasing number of presidents and members of school boards. Among the sixty different departments I could find no mention of any special meetings of their own. And is it not perhaps as well that they should mingle in a general way and get the trend of educational movements, rather than to go off by themselves and discuss details of truancy, finance, school codes, and the like?

The three things, short enough to quote, that come back to me oftenest are these:

"If we do not work together we miss the strength that comes with unity."

"Women's College people have been told that their courses do not prepare girls for motherhood. Do men's colleges prepare boys for fatherhood?"

And this from a woman friend with whom I was discussing the folly of stirring up an unpleasant occurrence when it could by any possibility be dropped. Said she, "If you drop ink powder into a glass of clear water and put it aside quietly, the powder will go to the bottom and the water will again be clear; if you stir it up you will get something that will never settle."

Great credit is due the men and women who, against unpardonable odds, succeeded in making the Commercial Exhibit an attractive place after one got there.

The friends one meets unexpectedly! And the shops of Cleveland! Oh, I beg pardon. Superintendents are mostly men.

Every efficient superintendent, every observant school trustee, knows that school is a matter of classwork plus. So is a convention. The best schools are the ones where the plus is greater than the classwork. The same is true of the convention. When schoolmen and women get together by quartets in the train; when from the balcony one can look down on the hundreds of men in the foyer talking in small groups; when they go walking, dining, visiting together, one feels that these are the times when the convention really functions. A superintendent can perhaps afford to miss part of the program—I doubt if he can afford to miss this part of the convention.

It is seldom possible to put one's finger on one place and say, "This is what I got from the convention." "That is what I brought home from there." The result is less tangible. It is perhaps best illustrated by a story. An old lady was busy bleaching linen on the grass when her pastor called. She told him how much his sermons had helped her of late. But after repeated questions he could not get from her any one definite thought that had specially benefitted her, so he said: "But if you don't remember one text, or one prayer, or part of a sermon, I don't see how they can have helped you."

She replied: "Do you see my linen there? Three times every day this week I have sprinkled it till it was thoroly wet, yet it is dry now. None of the water shows, BUT THE LINEN IS WHITER."



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### NORMAL SCHOOLS AND THE TEACHER SHORTAGE.

The extent of the teacher shortage and the complications which it involves, are very slowly coming home to school boards. That it extends into the normal and teacher-training schools, and even into the ranks of high school pupils, has been clearly understood by many schoolmen, but the lay school officers are hardly aware as yet that they must change policies in these types of institutions before the losses from the ranks of the teachers can be filled in.

The following paper, read before the Erie County (N. Y.) School Masters' Association by Dr. Harry W. Rockwell, president of the Buffalo Normal School, gives an accurate picture of conditions in New York State. These conditions are typical of the entire country and less severe, if any different, from conditions in the west.

It is a tragic fact that our teacher training institutions are all but collapsing. The country over we have only sixty per cent of the students enrolled in normal and training schools which we had before the war. In the ten normal schools New York State, we have fewer alf the students we had in 1916. A than All other institutions, collegiate and professional increased approximately 43 per cent in their registrations Normal schools were the only last September. s which as a class, decreased in registra-In New York State we shall graduate apschools proximately 750 teachers next June from our normal schools. The regular increase in population The regular increase in population in this State will give us 40,000 more school children and therefore 1,000 new rooms to which teachers must be assigned. The thousand positions thus created take no account of The thousand new large number of vacancies which will be caused by death, marriage and resignation. It is esti-mated that there will be practically 5,000 va-cancies in the schools of New York State next September. New York State normal schools are lacking in prestige because of their inability to maintain the personnel of their faculties. cording to the state law we may pay as an initial salary only \$1,000 to a critic teacher altho she must be a teacher of teachers and must show special maturity and ability states. special maturity and skill which can be gained only thru experience. The normal schools are regularly sending out inexperienced teachers at more than \$1,000 per annum. In other classifications of normal school faculties, the situation is quite as difficult. Normal school administrators cannot maintain a standard of efficiency on any such niggardly salary schedule. If the state of New York is to maintain a great educational organization and spend millions of dollars therefor, it should not be pauperizing it at the very foundation by condemning normal schools to any such salary schedule. The Empire state cannot properly maintain its proud title in the field of education unless its practice is materially changed in the near future. Massachusetts is considering a plan far in advance of New York. Michigan and California have left New York far behind and even conservative Vermont has under advisement a forward looking program for her normal schools. The great Republics of Chili, Argentine and France, all recognizing the importance of universal intelligence as a particular importance of universal intelligence as a national necessity set aside considerable sums in order to provide in large part for the maintaining of their young men and women who are studying in teacher training institutions. Chili with a in teacher training institutions. Chili with a population of four million has seventeen normal schools and maintains these young people in training with much the same thoughtful care as they show to the recruits of the army and navy. If the army and the navy are the first and second lines of national defense, then the teacher may well be styled as he has been by our commissioner of education the third line of national

Of 650,000 teaching positions in the United States, 60,000 are now either vacant or held by teachers of very inferior qualifications. Only

one-fifth of the teachers of this country have graduated from the high school and the normal school or college, whereas two-thirds of the teach-ers of England have had the benefit of high school training and normal school training or better. In New York state alone, fifteen hundred teachers are this year at work on temporary li-censes; the vast majority of them are presumably of inferior qualifications.

The colleges and universities have already real-The colleges and universities have already realized the serious condition which confront the teachers because of present economic conditions and every college, almost without exception, is going before its alumni with a plea for increased endowments. The imperative necessity of higher salaries for teachers is not merely a private matter which involves giving to the teacher, deserving as he is, an increased compensation, but it is a public question for the welfare of our schools and of our pupils. Teachers must be paid a sufficient amount so that standards may be maintained. It is only too evident that our best blood is not being attracted to the teaching be maintained. It is only too evident that our best blood is not being attracted to the teaching profession. A visit to any of our colleges will convince one that our most promising young people are seeking other callings. Within the past few months we have been informed that some of the strongest and most promising young men and women who have been teaching for a long period are to leave it for more remunerative fields. fields.

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period are to leave it for more remunerative fields.

Teachers are asking for a living salary only. They are not asking for extravagant compensations, but living has advanced eighty per cent and a paltry ten per cent increase in the teacher's salary will no longer suffice. In the recent war our nation poured out its best blood and its treasure with a lavish hand, and tho America expended twenty billions of dollars, the price was none too great for civilization was at stake, and by our sacrifices we helped to make the world safe for democracy, but democracy cannot survive without intelligence and universal intelligence cannot be maintained without schools and schools cannot be conducted without teachers; and so the teacher as a vital factor in making our country continuously safe for democracy should be more generously treated. At times the war was costing us twenty-five millions a day which is at the rate of two hundred dollars a second. In contrast to the dizzying figures to which we have become accustomed in war finance, this rich and powerful nation is paying an average wage to her school teachers of \$563 or \$1.86 a day; less in fact than must be paid to the cook, waitress or laundress. I am not decrying the vital importance of this class of labor and yet I maintain that teaching is equally as important in its value to our country as any type of service. as important in its value to our country as any

type of service.

A few months ago a high school Principal in this city passed away, a man beloved by thousands of men and women who as boys and girls had been instructed by him and lead toward a conception of higher ideals and loftier purposes. At the time of his death his compensation was approximately one thousand dollars less than that of a Pennsylvania Railroad locomotive en-gineer. In the words of President Lowell it is evident that it is more profitable to "mind the train" than it is to "train the mind."

The head of a department of mathematics of well-known college found on questioning the driver of a bread wagon who delivered bread at his door, that his compensation for this work of bread distribution was \$75 a week or a trifle more than that which the professor of mathematics was receiving after having spent four years in college, two years in graduate work and a term of years in experience before arriving at his present status.

The 650,000 teachers of our country have shown remarkable modesty and have made no unanimous request for a higher compensation but have in general endured their lot in silence. But a great nation should not accept such sacrifices interminably without a suitable response and our citizenship should remember that at this time when the destruction of Bolshevism is most urgently required and demanded. If our nation is to continue to be united and prosperous, the teacher should be given a living wage for anything less than this will in the long run breed discontent and a discontented teacher is a powerful and subtle distributor of Bolshevism. Presi-The 650,000 teachers of our country have shown ful and subtle distributor of Bolshevism. President Lowell of Harvard has urged an increase in the salaries of professors as a timely antidote against this sort of thing.

In some isolated communities teachers are combining in Unions and threatening affiliation with the American Federation of Labor but teachers are practically unanimous in condemning any

such procedure. No greater mistake could be made than to affiliate with Labor. Education is the greatest single concern of our nation. It is so much broader and more comprehensive than the work of any one class or element that teachers cannot afford to identify themselves with any one political party, with capital or labor, or any class of labor or with any particular church. The importance of education to the country will not suffer it to formulate any entangling alliances not suffer it to formulate any entangling alliances not suffer it to formulate any entangling alliances with any single organization or class in our population. As for striking, the suggestion is absurd. Teachers are public servants. Public servants who strike are guilty of mutiny or treason against established government. Teachers should organize but only for the purpose of educating public sentiment to the importance of their work and to the necessity of general coperation. operation.

There is everywhere evidence that the nation is becoming aroused. Leading magazines are devoting many articles to the subject and the best and most representative papers are writing editorials on the theme and speakers are sending the message far and wide. Vermont and Massachusetts are agitating a flat increase of \$600 for all teachers. West Virginia is considering a fifty per cent increase. Most of the colleges have reall teachers. West Virginia is considering a fifty per cent increase. Most of the colleges have revised their salary schedules. New York State has passed a State Wide Minimum Salary Law. These are increasing evidences of the fact that the good sense and the inherent justice of the American people as well as their loyalty to established institutions will, in time, set right a situation which is now a national menace.

### TEACHER TRAINING DURING SERVICE IN DENVER, COLORADO.

IN DENVER, COLORADO.

An original system of supplying training to teachers during service has recently been worked out by Superintendent C. M. Cole of Denver in cooperation with Colorado State Teachers' College Extension Department and is now in operation in the Denver city schools.

The system provides a complete program of study for teachers in service at a minimum expense to the state and no expense to the individual school system. This highly desirous result is accomplished thru the utilization of the institutions—normal schools and universities—formerly established by the state for the training of teachers. It is of course much cheaper to use the institutions already going than to build new. The system may be characterized as a joint extension school of the several higher state institutions of Colorado under the direction of Superintendent Cole. The institutions have put their

erintendent Cole. The institutions have put their courses of study and their professional facilities at his service and he has the privilege of electing from the mass of material what courses he deems will be most helpful to his corps of teachers and of directing the assemblage of special courses to meet special needs.

meet special needs.

Prior to the adoption of the new system there had existed for some years in the Denver city schools an unsystematic and rather unfruitful method of training teachers. It was a competitive system, the parties in the competition being Boulder University, Denver University and Teachers College. Each one of these institutions invaded the Denver field upon its own initiative and vied with the other two for students. As a result courses were offered that would attract the largest number of students and the efforts at after training had no conscious relation to the at after training had no conscious relation to the needs of the school teacher or the school she was serving, but a very conscious relation to the growth of the higher institution and the ambition of numerous Denver school teachers to hold

degrees from these institutions.

The situation was really a very bad one. Not only in Denver, but all over Colorado as well, the higher institutions worked at cross purposes with each other to the waste of both money and men and to no more benefit to the public schools than change permitted.

and to no more benefit to the public schools than chance permitted.

A number of solutions were tried. Many superintendents sought to base promotion upon further professional study of a directed kind—which was not so successful as it might have been had salaries reinforced the argument. And in the larger cities the superintendents sought to establish city training schools. This latter plan had obvious advantages. It might by making training more convenient and less expensive for the teacher induce her to take advantage of the opportunity. But at the same time that it made the training inexpensive for the teacher it ran up city expense to an almost prohibitive figure. up city expense to an almost prohibitive figure. Furthermore the city school from not having money enough to operate on a big scale suffered from "inbreeding" and "staleness."

When the present director of the Colorado

Teachers College extension department came into office he said to Superintendent Cole, "This system, or want of system, may be tolerably good and it may be very bad depending upon whether or not it is assisting the machinery of education in your town—depending upon whether or not in your town—depending upon whether or not the required courses leading to degrees are helpful to teachers doing typical public school work. In any case it is for you, the superintendent, to say, for you alone of all the parties involved know what your teachers lack in education equipment and what courses of study would tend to further them in their work. With your large corps of supervisors assisting you, you are, as it were, many eyed. You see deficiencies, and you are the one to suggest remedies. With you the initiative of supplying after training to teachers should rest." should rest.

should rest."

Superintendent Cole had prior to this time made an abortive attempt to systematize and direct the instruction that higher institutions were offering his teachers. Among other things he had asked the Teachers College to supply a certain course of instruction which he deemed would be particularly helpful. But partly because it was rather a new thing for a superintendent to interfere in the work of the extension departments of higher institutions and partly because of lack of facilities at hand to furnish the course his request was not met half way.

The suggestion from Teachers College came as an echo to Superintendent Cole's long cherished idea. With the cooperation of the college he be-

an echo to Superintendent Cole's long cherished idea. With the cooperation of the college he began at once to move for the establishment of the joint extension school with himself as director. The system in its completed form went into operation November, 1919. It has now been going one semester; and from the several higher schools, from the Denver school teachers, and from Superintendent Cole himself comes the unvarying testimony, "It works."

Two other city school systems in Colorado have already followed the Denver lead and adopted the non-competitive plan of training for teachers in service; and it is probable that all the considerable schools will likewise adopt it as time further proves its efficiency.

#### Taxable Wealth and Teachers' Salaries.

A committee of the Colorado Education Association, headed by Superintendent Charles E. Greene of Idaho Springs, has made an exhaustive study of the school finances and salaries of that state. It brings out the taxable wealth of 28 first class districts ranging from Denver \$274,000, to Walsenburg \$85,000, average \$149,500. The salaries paid in these districts to grade teachers range from \$800 to \$1,600, with an average of \$962.50. Necessary teachers' living expenses \$1,000.

average of \$962.50. Necessary teachers' living expenses \$1,000.

A list of 48 second class districts places the average taxable wealth at \$149,000, the highest being Pagosa Springs \$436,000, the lowest Oak Creek \$63,000. The salaries here range from \$850 to \$1,225; average \$1,018; cost of living \$1,030. Last year the average rural salary was \$626; this year it is \$725. In the various districts the schools receive about 33 per cent of all the local tax monies. The report urges that school boards tax monies. The report urges that school boards secure the maximum of the mill tax authorized by law for school purposes.

Mankato, Minn. The board has adopted a salary schedule providing for a minimum of \$1,080 and a maximum of \$1,500 for elementary teachers. Junior high school teachers will begin at \$1,170 and will advance to a maximum of \$1,600. Senior high school teachers will receive a minimum of \$1,260 and a maximum of \$1,700. Washington, Pa. The teachers have been given

bonuses of \$100, payable at the close of the school

Evansville, Ind. The board has increased the salaries of the teachers 35 per cent.

A bill designed to give salary increases to teachers in New York state has been introduced in the legislature providing for an appropriation

The bill provides for increases of 40 per cent on salaries less than \$2,260, 30 per cent on salaries not in excess of \$4,000, and 20 per cent on salaries in excess of \$4,000.

Cleveland Heights, O. The teachers have been given bonuses of \$500. Two-thirds of the bonus was paid at the end of March, and the remainder is to be given during the closing months of the

The Modern Language Association of America has recently ordered that simplified spelling be discontinued in the publications of the association. Simplified spelling had been used by the association for the past eleven years.

### How Minnesota Got Her Teachers' Salary Schedule

Samuel'A. Challman

The disappearing school ma'am brought eight hundred school board members from all over Minnesota to a state conference at St. Paul on April 3. The gathering was unique from the fact that no meeting of such magnitude, representing school boards from all classes of schools, rural and urban, had previously assembled, for such a purpose, in any state of the union.

The meeting was called by the state board of education for the purpose of acquainting school boards with the acute shortage of teachers, and of devising means whereby those in the profession, and legally qualified, might be induced to remain in the schools of the state, and others might be attracted to the teaching profession.

Three hundred schoolrooms in the state are now closed for want of teachers. Eighteen hundred schoolrooms are charge of teachers, who

dred schoolrooms are in charge of teachers who are only partially qualified for the positions they hold. The annual demand for new teachers is 3,500. The normal schools and the training departments of the high schools will furnish this year less than half that number in their graduating classes. The situation is, therefore, grave,

year less than half that number in their graduating classes. The situation is, therefore, grave, and the commissioner of education, realizing the gravity of this situation, put the matter squarely before the meeting as a business proposition.

The meeting was called to order by the president of the state board of education, W. D. Willard. After the situation had been presented to the conference by Commissioner McConnell. President Brown, of the St. Cloud Normal and Dean Coffman, of the College of Education, the discussion was transferred from the platform to the floor. The conference at once preceded to elect its own officers. Some lively verbal sparelect its own officers. Some lively verbal spar-ring followed, which indicated that a number of school board members had come to the confer-ence under the impression that an attempt might ence under the impression that an attempt might be made to coerce them to take some prearranged action with regard to the situation. After it became evident, however, that there was no such movement on foot, the minimum salary schedule proposed by the state board of education, and submitted by James M. McConnell, commissioner of education, was adopted by an overwhelming majority.

The schedule is based upon teachers' qualifications only, and applies to both urban and rural schools. It is made binding upon all school districts in the state as a condition for participating in the distribution of the state aid. This

pating in the distribution of the state aid. This latter requirement was made by the state board of education after the schedule had been adopted by the conference. The schedule is as follows:

Minimum Salary Schedule for Minnesota.

Teachers Less than 2 yrs.' 2 yrs.' exp holding experience ence or more Second class certificate ......\$ 65.00 per mo. First class cer-\$65.00 per mo. 75.00 per mo. 85.00 per mo. tificate . High School Training certificate ...... Certificate for 1 95.00 per mo. 85.00 per mo. year State Nor-95.00 per mo. 85.00 per mo. mal Training .. State Normal Diploma (2 year) 100.00 per mo. 120.00 per mo. State Normal Diploma (3 year) 110.00 per mo. 130.00 per mo. Certificate on A. B. or equivalent College 140.00 per mo.

degree ...... 120.00 per mo. Note: Experience under this rule shall mean experience in public schools after the granting of the diploma or certificate to which the minimum salary applies.

A year of experience shall mean a minimum of eight months' actual teaching, but in no case can credit for more than a year's experience be granted in any calendar year.

Principals and Superintendents.
 Graded School Principal, classified

as elementary teacher...... Graded School Principal, classified .\$1,200 per yr.

as elementary teacher........\$1,200 per yr. Superintendent of High School. 2,000 per yr. In presenting the schedule to the conference, Commissioner McConnell emphasized the fact any minimum schedule must stand for the weakest teacher in the poorest school. He also stressed the point that the proposed schedule had been based upon the training and experience of teachers, regardless of whether they were employed

in town or country, in grades or high school.

"This conference," Mr. McConnell said, "has been called in the interest of public education. It is no part of a campaign. It is a business meeting, called for the purpose of dealing in a sane and businesslike way with a real situation. It is a situation which concerns every American citizen, and the responsibility for meeting the situation rests squarely upon those who are represented here this morning."

"Here is the problem that confronts us. At a time when the schools are called on to do more and do it better; when reduced efficiency is unand do it better; when reduced efficiency is unthinkable for those who have the country's welfare at heart, we acknowledge the fact of a shortage of teachers which has closed many schools and greatly lowered the efficiency of others. Instead of being stronger to meet the demands we are weaker. There is in the country at large and in Minnesota a lack of competent teachers which, if allowed to continue, will wreck our public schools, either by closing them or by filling them with inefficient teachers."

"In Minnesota in the year of 1906-17, the normal schools graduated 756 and for the year 1919-20, the estimate is 584, a falling off of 23%. In the year 1916-17, the high school teacher training departments graduated 1,441, and the estimate is 976 for 1919-20, a falling off of 32%.

"It is estimated that in ordinary times graded schools require 1,250 new teachers annually and the rural schools, 2,200. Comparing these figures with the graduates in sight, the number of trained teachers for these schools will be less than 50% of the demand. The High school and special teacher situation is not materially better, but is more difficult to estimate, since this group of teachers is secured from many different sources.

"The fact is, that large numbers of young per-"The fact is, that large numbers of young persons who should be in the training schools, and ordinarily would be, may be found among the more than 1,800 who have been allowed to teach with less than the standard qualifications in order to keep from actually closing a larger number of schools. They are the immature and raw recruits whom we have had to send into the ranks to hold places which in these times demand veterans. As someone has well expressed it in a different way, "we are grinding our seed wheat." An important part of the problem before this conference is to stop this abuse. To do so, school boards must cooperate with the Dedo so, school boards must cooperate with the Department of Education by not asking for concessions in certification until they have made every effort to secure qualified teachers.

"Doubtless the war and the unsettled and unusual economic and industrial conditions thru which we are passing have been factors in prowhich we are passing have been factors in pro-ducing the situation as we find it. To that ex-tent, the condition will correct itself. The prime cause, however, is one of lack of remuneration. Teachers' salaries have always been low. But with the diminishing value of the dollar and the mounting cost of living, the situation for the teacher in service became critical. Happily for the teachers and unhappily for the schools, eco-nomic and industrial prosperity furnished a way out. Teachers, men and women, have gone and are going by the thousands, many of them to incomes beyond their wildest dreams. Private employers have discovered in teachers the highest grade of ability and they are drawing on it to the utmost; and men and women who are able to teach have found themselves in demand for other lines of work. Not only so, but young men and women are no longer entering the work, men and women are no longer entering the work, since teaching does not pay in proportion to the demands it makes in extent of preparation, as well as in the work to be performed. Almost no young men are preparing to be teachers. In Minnesota in 1915, the ratio of men to women in high and graded districts was 1:5.6; in 1919, it was 1:8. In the rural districts in 1915, it was 1:15; in 1919, it was 1:35.

'To come to the remedy. Some means must be found to retain and replenish the supply of teachers or the cause of public education for which you and I are officially responsible must be seriously handicapped. Some plan of action be seriously handicapped. Some plan of action must be adopted. We could continue to lower

the standard and let in the untrained and incompetent as we have already done to too great a degree. This is unthinkable and the great a degree. This is unthinkable and the great majority of the people of Minnesota will so decide when once they have the facts. Our standards are not too high. They are not higher than they were five years ago. We must have well trained teachers. There may be a few "natural born teachers" who succeed without much training. Let me remind you, however, that the birth rate of such persons is singularly low and the matrimonial mortality alarmingly high. "Another and a better suggestion is to most

"Another and a better suggestion is to meet "Another and a better suggestion is to meet the situation in a businesslike way and pay what competent teaching service costs. Not only so, but to establish a liberal policy that will encourage young men and women to enter the profession and will attract teachers into the state, as well as hold those now in the work.

"Permit me to say in this connection that a somewhat widespread impression that the normal schools and teacher training institutions are responsible for a salary raising program and that

sponsible for a salary raising program and that boards are being held up accordingly is without foundation. The law of supply and demand is in control of the situation, and this, together with a realization by school boards of the condition and their disposition to meet it squarely is responsible for the salaries paid.

"It is not a simple matter to determine a schedule of salaries that will meet all conditions.

schedule of salaries that will meet all conditions. "It is understood that there is a large element of the altruistic in the work of teaching and that those who enter on it do so without the expectation of becoming rich. However, this feature has been overcome. Conditions have changed with growing demands laid on the schools. In the old days, when professional standards for teaching were low or lacking, the young man on his way to some other calling used teaching as a stepping stone. He could then afford to take a young man's salary. Nor did young women enter seriously on the work, as one which should give them full and perhaps permanent occupation and support. Now, the greatly broadened scope of school work demands trained men and women who are, or who are preparing to become, professional teachers. If we get them and keep them, they must be paid enough for their support thruout the year and something for culture and saying besides. Not only so but the outleds. port thruout the year and something for culture and saving besides. Not only so, but the outlook must be permanent and promising. Conditions vary from rural districts to the large cities and no uniform schedule could be adopted.

"In any case, there are three outstanding factors that must be taken into consideration in de-termining teachers' salaries, they are training, experience and efficiency. The first two points can be determined by fixed standards; the third is a local and individual question. Also, it must be remembered that any minimum that may be adopted stands for the weakest teacher of the group in the poorest school. It could not at the same time be a minimum for the better teachers in the better schools. Again, living expenses enter in as a large factor."

The rural teachers of Leavenworth County, Kansas, have been given increases of from 25 to 35 per cent. The minimum for rural teachers is to be set at \$100 per month.

Camden, N. J. The board has adopted a salary schedule giving substantial increases to affect all teachers. The minimum salary will be \$1,200 a year. In the elementary grades, teachers will receive from \$1,700 to \$1,900 and departmental teachers will be paid \$1,900 and \$2,000. Principals' salaries will be \$2,600 to \$3,200 and supervisors will receive from \$2,500 to \$3,200. to \$3,500.

Omaha, Neb. The board has adopted a schedule providing for yearly increases of \$400 and a bonus of \$100 to be paid at the end of the second semester. Under the schedule, the minimum for semester. Order the schedule, the minimum for elementary teachers is \$1,200 and the maximum ranges from \$1,800 to \$2,100. High school instructors will receive a minimum of \$1,400 and a maximum of from \$1,700 to \$2,100. A further increase of \$300 may be obtained, making the final maximum \$2,400 a year.

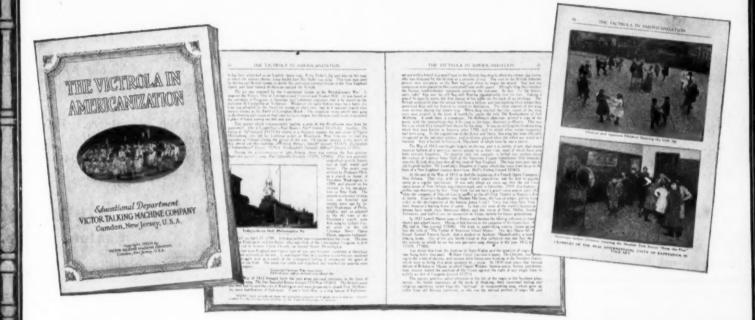
Adams, Mass. Increase been given the teachers. Increases of \$200 a year have

Muncie, Ind. Teachers' salaries have been increased  $33\,1/3$  per cent for the remainder of the present year, and 50 per cent for next year. In the grade schools, the schedule provides a salary of \$90 per month for Class A teachers, \$108 for Class B teachers, \$135 for Class C teachers, and \$150 for Class D teachers.

The board has given bonuses Montpelier, Vt. of \$100 for the present year and increases of \$200

for next year.

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Do your pupils of foreign birth or descent know the stories of our Patriotic Songs and the epochs of our history that brought them forth?

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Reach them all through the one common chord Music, with our incomparable Victor Records.

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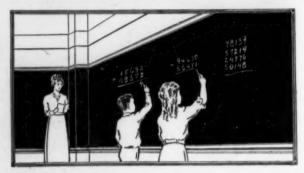
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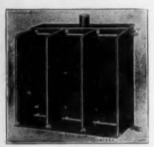
### ALBION QUARRY NATURAL SLATE BLACKBOARDS

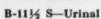
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Prof. Kenneth G. Smith, Iowa State College, Training Schools for Janitor-Engineers." Arthur Kinkade, Decatur, Ill., "Building Pro-rams," based on local surveys. R. S. Scobell, Eric, Pa., "School Accounting."

R. S. Scobell, Erie, Pa., "School A Henry P. Cole, Cleveland, O., Henry P. Co. School Budgets."

R. H. Thomas, Portland, Ore., "Public School Lunch Rooms and Their Management."
R. M. Milligan, St. Louis, Mo., "The School Board, the Architect, and the Builder."

The local arrangements for the convention have been made by Mr. Geo. F. Womrath, Secretary of the Association. The meetings will be held at the Curtis Hotel, and special trips will be arranged for visiting the administration headand the newest school buildings of the

Twin Cities

SCHOOL BOARD TO CONTROL IN FINANCE.

The New York State Regents' Committee which was appointed to study the controversy in school finance control in New York City, has rendered its report to the Board of Regents. In its re-port, the committee recommends that changes be

made in the law so as to give the board of education absolute control of school moneys.

The committee points out that it knows of no good reason why the separation of the affairs of public schools from municipal control should not continued to avoid embarrassing and harmful controversies such as occurred in New York City

The committee believes that the president of the board, under most trying conditions, made the board, under most trying conditions, made a patient and painstaking effort to get satisfactory results, and that the city authorities did not meet him in the spirit in which he tried to meet them. The budget system, as it has been applied to the department of education, in the opinion of the committee, has hampered the conduct of school business, has impaired the mobility of working forces, and has been a source of endless and unnecessary trouble.

of endless and unnecessary trouble.

The committee declares that it is convinced no one of the parties to the controversy would willfully do anything to harm the cause of educa-tion, but the dual system of control appears to be a harmful factor in education, causing an injury to the efficiency of officers of the schools, setting a bad example to the children and creat-

#### BUYING WITHOUT REGRETS

The "law of compensation" is relentless,

"Nothing for Nothing" applies in every realm of effort. But the man who makes an unwise purchase buys something that-like a deficit, is less than nothing; for it requires additional outlay in later years.

### NATURAL SLATE BLACKBOARDS

from our quarries represent the acme of economy and educational efficiency. They require no upkeep, while artificial boards must be resurfaced, repaired and replaced regularly. In comparison, the word "economy" is defined in its truest sense. Slate being non-porous does not absorb anything, so cannot disintegrate. It is finished with a beautiful, velvet smooth surface that does not become gray with age or use; that makes writing a pleasure and reading a relief to the eyes of the students and teachers. That is why our Natural Slate Blackboards combine the utmost efficiency with the utmost of economy.

These are but a few of the advantages. Before you spend a dollar for Blackboards, you should read our book "How to Judge, Specify and Install Blackboards." Send for it today.

Penna. Structural Slate Co. Worth Building Easton, Penna.



#### SCHOOL ACCOUNTING AND BUSINESS OFFICIALS TO MEET.

The National Association of School Accounting and Business Officials of Schools will hold their ninth convention at Minneapolis on May 18, 19 and 20. The meeting will be devoted entirely to the discussion of practical problems in school accounting, financing, building construction and janitorial service, and will bring together the leading business managers of boards of education secretaries and accounting officers. tion, secretaries and accounting officers.

The National Association of School Accounting The National Association of School Accounting Officers is comparatively a small body. It owes its origin to a desire on the part of the federal government to obtain a working method for collecting uniform financial statistics. It originally consisted of only five men who met in Washington at the invitation of the Director of the Census and the Commissioner of Education and formulated the first plans for the uniform sysformulated the first plans for the uniform sys-tem of reporting financial statistics which the government now is requiring for all reports sub-mitted to the Bureau of Education and the Bu-reau of the Census. From this small nucleus the association has grown until it now numbers among its members representatives of every large city in the country and includes the business of-ficials of the most progressive cities in the north

central, the eastern and the southern states.

The organization is essentially a working body and deals with specific plans for improving school accounting, the architecture and planning of buildings, the maintenance and repair of buildings, janitorial service, the purchase and distribution of school supplies, etc. Among the addresses for the convention at Minneapolis will be the following:

ing distress and discouragement to the people.

The committee, in summing up its conclusions, declares that it is rapidly becoming the settled declares that it is rapidly becoming the settled judgment of those best acquainted with the public schools and their needs, that their affairs, both educational and financial, should be placed under the exclusive control of the duly constituted edu-cational authorities. It believes that these of-ficers are fully able to provide a competent and satisfactory management and that the enactment of the school law of 1917 is a progressive step in that direction.

It is believed that the administration of public It is believed that the administration of public funds devoted to school purposes may be devoted to school purposes and may be more economically, effectively and satisfactorily conducted. Members of the board of education, selected under the city school law, are as likely to be persons of as high business character, ability and sound judgment as municipal officers.

TEACHERS BREAKING CONTRACTS.

School boards have a legitimate complaint against teachers who enter upon an agreement to teach school for a given term and then violate such agreement by resigning without cause. When such violations are committed the school authorities have no redress, and probably would not exert it if they had such redress.

On the other hand the teacher that has a contract and has, before the expiration of the same, been dismissed from the service without cause, can bring an action against the school board

can bring an action against the school board with a reasonable prospect of recovering full salary for the term employed.

Stoutonia, a students' monthly, issued by the Stout Institute of Menomonie, Wis., discusses

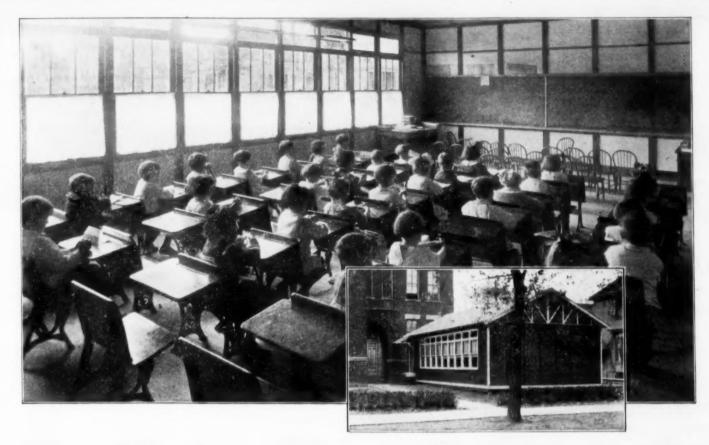
the subject as follows:
"When a teacher is engaged to teach a school when a teacher is engaged to teach a school and the control of honor to do a duty. he or she makes a pledge of honor to do a duty.
"Whether this is a result of a written or a

verbal contract makes no difference. pledge of one's word.

"To deliberately break this contract by resigning without cause before the termination of the agreement, is breaking the pledge.
"Unquestionably many teachers are underpaid,

but the salaries will never be increased if the teachers are unreliable and undependable. 'If you give your word to do a thing, do it!"

Continued on Page 66



# The Modern Way to Build Schools is With Complete Units

A shortage of schools is, as you are keenly aware, one of the most serious problems confronting directors of education.

Is there a shortage of schools in *your* community? If so you will be vitally interested in complete unit construction.

"Circle A" Building Units—door, window, floor, wall, black-board, ceiling and roof sections—are complete to the last detail, including painting and hardware attachments.

Uniformly three feet wide, these units are simply bolted together and—you have an attractive school-building, fully as durable and serviceable as structures of standard build, with the additional

advantages of superior insulation and maximum light.

Consider too that "Circle A" Units are interchangeable with a salvage value of 98%; they can be dismantled as easily and quickly as they are erected and used for different structures, even after many years' service on the original site.

"CircleA" Interchangeable Unit Schools are manufactured complete in the large modern factories of The Alexander Lumber Company. For the present, at least, prompt shipments are guaranteed. Write or wire the nearest office, listed below, for the full story of "Circle-A" Schools. Doing so will not place you under any obligation.

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## The "Empire" Movable & A

### "The Desk of Exclusive Features"

Great Strength

Unequalled Appearance

**Exclusive Adjustments** 

We Cannot Make All the Movable Furniture in the Country, So We Make the Best of It

Write to our nearest representative or to us direct for catalog and prices.

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HEYWOOD BROS. & WAKEFIELD CO., 174 Portland St., Boston, Mass.

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307 Blackstone Bldg., 1426 W. Third St., Cleveland, O.

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A. H. ANDREWS CO., 45 Fourth St., Portland, Ore.

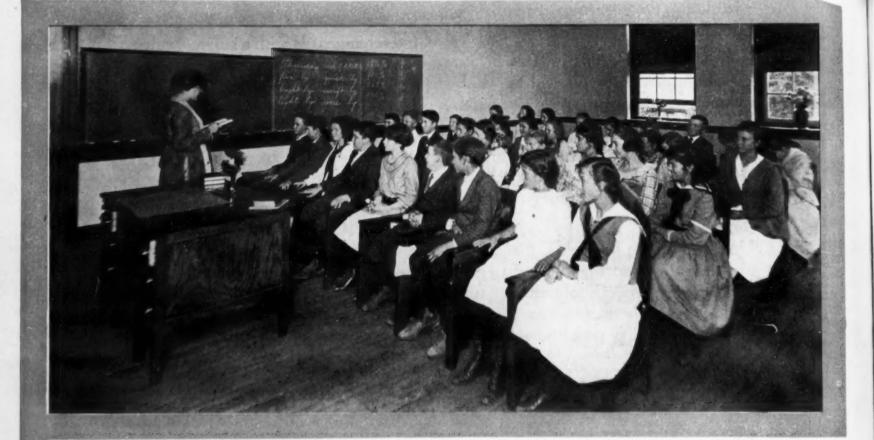
A. H. ANDREWS CO., 512½ First St., Seattle, Wash.

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The illustration below: THE STORY PERIOD. Class with desk-top removed, closely grouped, showing room used as auditorium.





Empire Seating Company, :

## d Adjustable Chair Desk

### Permits a Flexibility of Arrangement Almost Unlimited

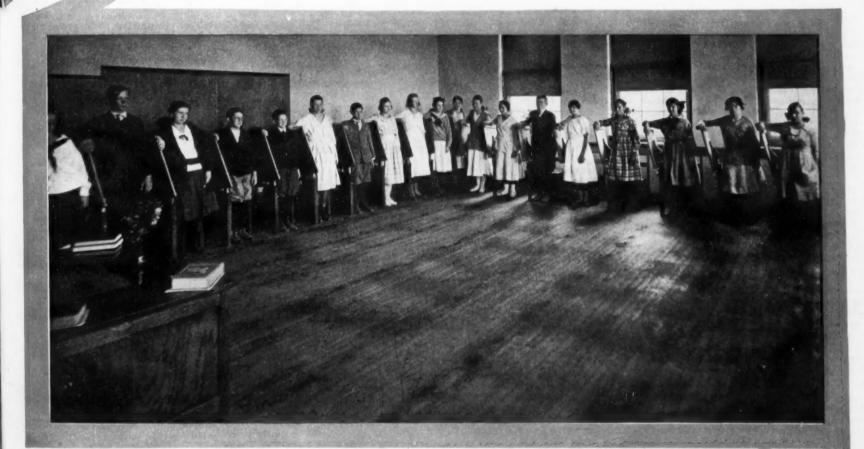
Adjustments are strong but very simple in construction, easy to operate, nothing to get out of order—no wrench needed.

Adaptability to a great variety of class uses makes its installation essential to efficient and progressive teaching.

Thousands of these desks are in use thruout the country. If you will write us we shall be pleased to give you the names of the schools in your vicinity where the "Empire" Chair Desks are in use.

The "Empire" Chair Desk is made in six sizes to fit various grades and has five adjustments so that each pupil may be individually fitted.

The illustration below: SPELLING DOWN. Note how easily pupils get out of desks by means of lifting desk-top. Space between desks unnecessary.



Rochester, New York

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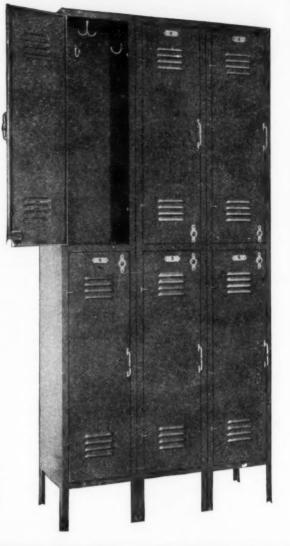
Steel Lockers are part of the equipment of every good school. Public opinion demands them-recognizing their sanitary value as well as their function of protection from fire and theft.

The most economical lockers to buy are those which are built for all time. Durand Steel Lockers are rigidly built, staunch and handsome, need never be replaced, and may be easily rearranged, moved or shipped when so desired. Their design and construction is the result of years of experience and ensures a lifetime of service.



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521 Park Row Building New York City



(Continued from Page 62)

Suggests Larger School Committee.
A committee of fifteen citizens which recently A committee of fifteen citizens which recently made a study of the school system of the town of Winchester, Mass., has recommended a number of changes in the organization of the schools and has expressed the need for a larger school committee to have charge of the educational affairs of the community. The committee believes that a more intimate and more general acquaintance by the citizens with the school system will work for the betterment of the schools and that this can be accomplished best by increasing the work for the betterment of the schools and that this can be accomplished best by increasing the size of the committees and yearly changing its personnel. By such means the town will contain a large number of citizens who have had the opportunity to observe from within the working of the school system, who have become acquainted with the teachers and who, from such opportunities, will become intelligent leaders in the community for the betterment of the schools.

The committee believes that the mothers of the children should be given a place on the school

children should be given a place on the school committee. They are as vitally interested in education as are the fathers. Women teachers can more readily voice some of their convictions to members of their own sex and they have repeatedly expressed themselves as desiring a woman on the school committee.

The committee has recommended that the size of the school committee be increased to six and that no individual be re-elected the year that his term of office expires

#### AMONG BOARDS OF EDUCATION.

The school board of Providence, R. I., recently defeated a proposal which sought to amend the law relating to truant children in order to raise age for granting work certificates to 15 years.

Grand Rapids, Mich. A salary increase of approximately ten per cent, beginning March first, and ten per cent beginning July first, has been

granted to the school janitors.

The school board of New Castle, Pa., proposes an increase in the school term from nine to ten months.

An investigation of the business department of the board of education of Indianapolis has been made by an investigating committee headed by Mr. B. S. Gadd. The report of the committee

shows that in several instances there have been expenditures of money for school improvements which have exceeded the authorized amount. This has occurred thru carelessness and an absolute disregard of the rules under which the board has been operating.

is recommended that a committee be appointed to create a system of business methods for the board.

for the board.

Birmingham, Ala. The board of education has taken steps to determine its status and powers under the new law providing for a commission form of government and school control. All cities having a population of more than 2,000 come under the provisions of the law, with the exception of Selma and Mobile.

Under the law it is provided that the general administration and supervision of the schools and educational interests of each city shall be vested in a city board of education to be composed of five members, who shall be residents of the city and who shall not be members of the

of the city and who shall not be members of the city council or commission.

Winchester, Mass. The school board has increased its membership from three to six members, the same to take effect in 1921.

Fremont, O. The board has given increases

in pay to janitors, ranging from \$5 to \$15 per

The Teachers' Association of Atlanta, Ga., has The Teachers' Association of Atlanta, Ga., nas disapproved a new rule of the board of education that any teacher absent more than thirty days, is automatically granted a leave of absence without pay. The rule is opposed because it is believed it will work a hardship on sick teachers who will not only lose their pay for the time absent but also the proportionate amount for the summer salary. summer salary

The association has appointed a committee to consult with the board and the superintendent as to the advisability of electing a teachers' council.

to the advisability of electing a teachers' council. The San Francisco School Department is facing a collapse of its building program and hundreds of children and teachers are without proper classroom accommodations, due to the lack of sale for bonds provided in the \$3,500,000 issue voted over two years ago and to the increased cost of construction, according to Superintendent of Schools Alfred Roncovieri.

Because of the absence of adequate classroom space the Board of Education has found it necessary to conduct twenty-six half-day classes in many schools, including the Grant, Grattan, Frank McCoppin, Le Conte and Sutro. This is not the only inconvenience that has resulted, says Mr. Roncovieri. Hundreds of children are receiving their education in what he describe as ceiving their education in what he describes as "shacks built in spaces that should be used as recreation yards for pupils."

It also has been necessary, according to the superintendent, to utilize school auditoriums and lunch rooms in order to care for the overflow.

Declaring that the sale of the entire issue would not provide sufficient money to carry out the building program, Roncovieri says the only solution would be a school building tax of 10 cents, which he has long advocated. This, he says, is provided for in the state law, and he announced that he proposed to urge its considera-tion by the board of supervisors and civic organizations.

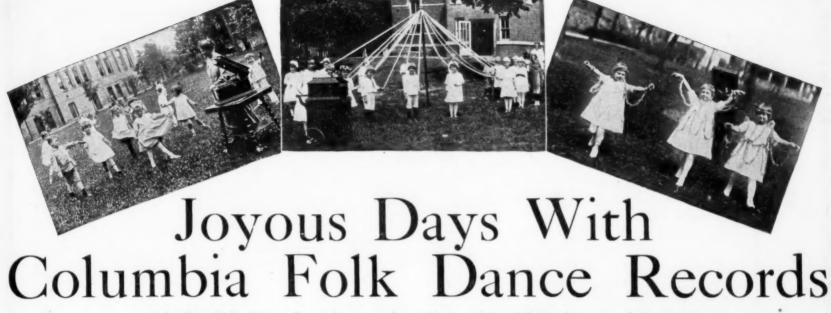
In response to an inquiry from the board of education as to the condition of the bond issue, the finance committee has reported that bonds to the amount of \$805,000 have been sold and that there is available \$215,380 for carrying on the promulgated work.

The city board of estimate of Trenton, N. J., has approved the school budget of \$1,208,200 for the year 1920. The board also approved the teachers' salaries item amounting to \$865,000 providing for flat increases of \$400 for each of the 550 teachers. Janitors have been given increases of ten per cent in salary.

Supt. Wm. Wirt, of Gary, Ind., in an effort to formulate arguments for high school students to enter teacher-training courses, recently prepared a letter in which the advantages and disadvantages of the teaching profession were carefully weighed. Mr. Wirt aims to show what is expected of teachers, what can be obtained in the way of salary increases and promotions, and what prospects there are for future independence.

Mr. Wirt presents two tables, one showing the

Mr. Wirt presents two tables, one showing the net surplus earnings for several years after leaving high school, with an estimated living cost of \$750 per person; the other shows a similar table based on a living cost of \$1,000 per person.



Columbia Folk Dance Records are universally loved by children because of the unique orchestration employed. Interest and enjoyment have been added in playing the records and dancing to them, for novelty instruments have been used at each repetition of the tune. The scheme creates a desire to get away from an entirely conventional procedure, and provides for a more varied performance of the dance. The following records are of this type:

Miss McLeod's Reel—Hull's Victory. (American Country	A-3076 10-inch 85c	Sir Roger de Coverly, a Colonial or Virginia Reel.  (American Country Dance) Columbia Blackberry Blossoms. (Irish Folk Dance) Columbia	Band}	
Cimental Action Control of Contro	A-3077 10-inch 85c	Hansel and Gretel. (Singing Game) . Columbia Sandal Polka-Swiss May Dance. (Singing Games) Columbia	}	17-inch
Pop Goes the Weasel. (American Country Dance)  Columbia Band  Jolly Is the Miller. (American Country Dance)  Columbia Band		Goddesses. (English Country Dance) . Columbia Oranges and Lemons. (English Country Dance) Columbia		A-3081 10-inch 85c

The Cecil J. Sharp English Country Dances, Morris Dances, and Sword Dances were recorded under the personal supervision of Mr. Cecil J. Sharp, and are authentic in tempo, faithful to the quaint modes in harmonization, and authoritative in melody. These records have been accepted for use in the New York City Schools. Mr. Sharp's work has received the highest praise.

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Prince's Band A-3066 Prince's Band (Cecil J. Sharp)
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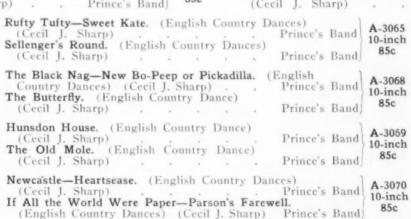
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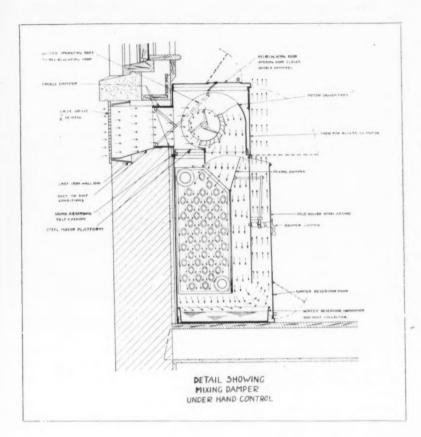
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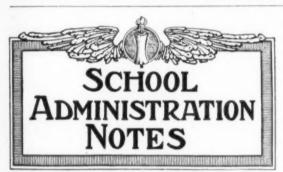
Unless the pupils are supplied with a sufficient amount of pure air the result of their work is found to be far below standard.

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#### IOWA SCHOOL BOARDS HOLD CON-FERENCE.

During the last week in March a conference of all school boards of cities of the first class in Iowa was held at Fort Dodge for the purpose of discussing the present emergency in education. The conference included not only representatives from the boards of education, but also city superintendents and representatives of the various erintendents and representatives of the various state teachers' organizations and of the state department of education. The gathering discussed the present shortage of teachers, the salary problem and other related questions which are confronting boards of education. The conference adopted a resolution recommending a minimum salary of \$1,200 for all teachers in the state who have two years of normal school training and two years' successful experience. For high school teachers the conference recommended \$1,500 as a minimum for instructors who have four years of college training and two years of four years of college training and two years of successful experience.

It was recommended by the meeting that all boards of education levy all the funds possible under the present law to pay adequate teachers' salaries.

A resolution was also passed recommending that the present limit of \$60 which may be levied in the general school fund be raised by an act of the legislature to \$100. A committee was appointed to draft a bill to be presented at the next session of the legislature.

The most significant action of the conference was the decision to make the temporary organ-

ization permanent and to hold a convention next year to include members of boards of education in all cities of the first class, the superintendents of schools, and one teacher from each community, the last mentioned to be appointed by the teachers themselves.

#### ADMINISTRATION NOTES.

The Indiana Board of Tax Commissioners has recently declared that the city of Indianapolis has power to petition for a temporary loan to raise funds for the purpose of giving teachers additional compensation during the current

The ruling was given as an interpretation of the tax law to determine whether the city had reached the limit of its borrowing power under the law. The action became necessary when the board refused to grant the teachers bonuses \$300 because of the fact that the revenues had been depleted.

The Philadelphia board of education has de-layed action on the teachers' salary increases pending the receipt of recommendations from the State Education Department relative to salaries in school districts of the first class. The board has agreed to cooperate with the state authorities to use all available means in carrying out its plans.

Consolidation of the Knox County grammar and high school boards of Knoxville, Tenn., goes into effect July first. Five members will compose the new consolidated board. One member will be chosen for one year, two for two years and two for three years. After that time all will be elected for three years. They will receive \$5 per day for each meeting.

Elmo, Mo., and eight districts in the surround-ing territory are considering consolidation with a view to reducing expenses of maintenance and increasing teachers' salaries.

The rural schoolhouse in Indiana may be said to be passing out. A thirty year campaign for consolidation in the state has resulted in a reduction of the number of one-room schools from 8,852 in 1890 to 4,880 in 1920. Randolph County leads the state with 92.1 per

cent of the one-room schools abandoned this year. There were 115 one-room schools in the county thirty years ago. Only nine remain.

elimination of the ninth grade in the

The elimination of the ninth grade in the school system of Leominster, Mass., has worked to the advantage of the students and the city. Supt. W. H. Perry, in his annual report to the board, points out changes which have been brought about since the ninth grade was eliminated and children permitted to enter the high school direct from the eighth grade. The report states that the average age of pupils from the states that the average age of pupils from the ninth grade entering high school was 14.49 years. while under the eighth grade the average age was 13.95. This shows, according to the report, that those prepared for the high school under the eighth grade plan were six and one-half months younger than those under the old system.

The report shows further that while the work in the grammar grades was condensed into eight in the grammar grades was condensed into eight years, the efficiency of the student in the high school was not decreased, but rather increased. A comparison shows that in freshman English the three classes entering from the ninth grade, had an average percentage of 74.19, while those entering from the eighth grade had an average of 78.32 per cent. In freshman mathematics the ninth grade entrants averaged 71.11 per cent, while the eighth grade students averaged 72.27 per cent. per cent.

The percentage of failures shows an advantage under the eighth grade system. The percentage of failure in the English classes under the ninth grade plan were twelve per cent, while the three eighth grade classes registered a percentage of failures amounting to 2.2. In mathematics there was 15.8 per cent of failures for ninth grade students and 126 for those from the eighth grade.

was 15.8 per cent of failures for ninth grade students and 12.6 for those from the eighth grade. In his remarks on the matter Superintendent Perry states that under the present plan there is a larger number of pupils entering the high school each year. He shows that the children leave the high school six and a half months younger to take up the duties of life; that better standings are maintained under the eighth grade plan, and that the number of failures are fewer. The State Board of Education of Indiana has

The State Board of Education of Indiana has announced that there will be no change in its policy relative to the purchase of school supplies by township trustees. Some months ago the board leaned to the view that the purchase of supplies should be left to local authorities, the state board of accounts or someone outside of



Denzar is made in many styles, types and sizes to meet every school requirement. The new 1920 Denzar catalog shows them all,—a copy will be sent on request.

Many of our modern schools and colleges are lighted with Denzars. They have been se-lected for classrooms, assembly rooms, offices and halls, because Denzar successfully meets every schoolroom requirement.

Its soft, clear, sunlike radiance, resembling daylight, is distributed evenly on desks and blackboards, while the absence of any blinding glare and harsh shadows eliminates any eye strain or fatigue.

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various forms of lighting equipment are scrutinized, Denzars are invariably installed.

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CHICAGO

For reasons of greater uniformity, standardization and progress, it is felt, however, that the board should continue recommending to the accounts board what is regarded as proper pur-chases for schools.

The committee on rural school equipment has made a report concerning standard equipment

for one-room schools.

The World Book Co., of Yonkers, N. Y., has asked the Indiana State Board of Education for permission to include advertisements in school spellers to save the company from loss under the

contract price of the books.

The representatives of the publishers declared that the company was losing about nine and one-half cents on each book sold because of the ad-vance in printing expenses. The publishers ask permission to insert four pages of advertising in

future books. Supt. F. V. Thompson, of Boston, Mass., in discussing "Educational Unrest" before the Brown University Teachers' Association recently, declared that a new order in which teachers will clared that a new order in which teachers will be parties in school management must replace present "hasty and autocratic" rulings by school boards. Supt. Thompson pointed to the present unrest with respect to party control in national government and showed how this is being passed on to educational circles. Unrest is now forcing a new adjustment in the schools in which the individual classroom worker is to be the unit. Before the same organization, Prof. Paul H. Hanus of Harvard University, urged aggressive action by the teachers collectively to improve teachers' salaries to a scale far beyond the present and to raise teaching standards. He showed that it is part of the teacher's job to make a public opinion that will sustain the profession in eliminating untoward practices. He urged that eliminating untoward practices. He urged that the teachers throw the weight of their influence

upon the right side. The 128 truant officers in Indiana last year r turned 32.779 truant children to the public schools and 1,703 to parochial schools, according to figures compiled in the office of the board of state charities. The officers obtained 635 convictions out of 1,213 prosecutions, aided 32,104 children and worked 21,579 days. Administration of the law cost \$67,485, of which \$24,712 was for assistance to children.

The American Red Cross has announced an appropriation of \$10,000 from the national chil-dren's fund for Junior Red Cross activities among the children of the Virgin Islands. The funds are to be used in furnishing educational equipment.

The schools of Brooklyn, Ia., have the unique record of holding in school all students with the exception of those who removed from the town. Nearly one hundred per cent of the high school students are contemplating entering college. schools represent the center of community intertown and community.

Winchester, Mass. The school board has auest and every undertaking is supported by the

Winchester, Mass. The school board has authorized an educational survey of the town. An appropriation of \$2,000 has been made for the

A survey of the school system of Philadelphia. Pa., is to be made in the near future, according to an announcement of the board's committee of twelve which studied the situation. The survey will embrace a study of the city's population, the physical equipment of the schools, the physical administration, the professional organization and administration, the aims, policies and procedure of the schools, and such other matters as the committee shall determine. The section as the committee shall determine. The cost of the survey will reach \$30,000 and will be borne by voluntary contributions of local business and commercial firms.

return to the school slate of former days A return to the school slate of former days is being advocated at the present time to prevent the consumption of high-priced paper and to effect economies in the purchase of writing paper. The paper shortage has raised the prices for tablets and writing paper and has made the purchase of these items a matter of serious concern. Supt. R. H. Latham of Winston-Salem, N. C., reports that a total of 7,766 students were in attendance during the first five months of the school year. The high school had an enrollment of 530 students and the public grade schools 7.236

school year. The high school had an enrollment of 530 students and the public grade schools 7,236 students. The fifth month registered an increase of 355 students for this year, and an increase of

1,089 over that of last year.

A complete survey of the educational system of Texas has recently been recommended by Governor Hobby, in connection with plans for the improvement of the schools. The governor recom-

mends that particular attention be given in the survey to the financial situation with reference to equipment, maintenance and salaries of teach-

ers.

The state labor inspector of Massachusetts has

The state labor inspector of Massachusetts has recently begun an investigation of conditions relative to the employment of janitors by the school boards. The action was taken following charges that the janitors at Haverhill had been employed more than the specified eight hours a day in violation of the eight-hour law.

Following a previous investigation of the same matter, it was found that the city authorities had never accepted the provisions of the law. The act was later accepted by the city council of Haverhill and a warning issued to the school department. A tentative schedule of working hours was arranged for the janitors and it was believed that the matter was finally adjusted. believed that the matter was finally adjusted. The second violation is considered with

without

The second violation is considered without good and sufficient reason and steps have been taken to enforce the law.

The women teachers of the Boston high schools have renewed the fight for equal pay which was temporarily abandoned last fall. The school board has been given warning that unless the matter is satisfactorily settled, a bill will be presented to the legislature providing for the elimination of sex discrimination in teachers' compensations.

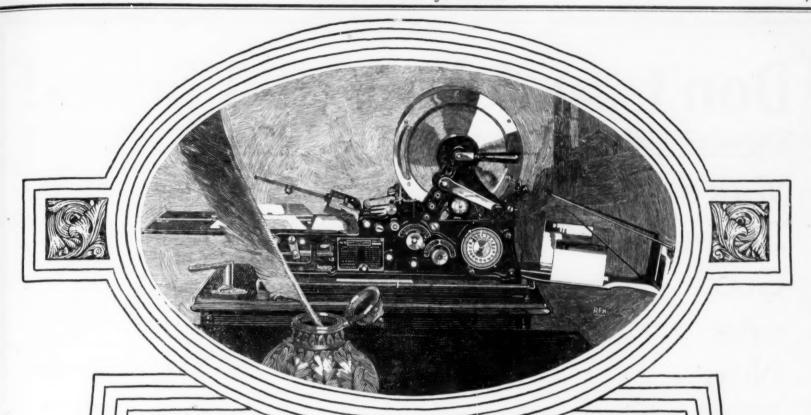
A state federation of forty county teachers' organizations has been effected in Kentucky to handle the professional matters of the country teachers. The new organization will not introduce new legislation but will support acts pre-

duce new legislation but will support acts pre-sented in the interests of the Kentucky Educational Association.

City Solicitor Earl C. Jacobs of Lynn, Mass., has recently given a ruling to the effect that teachers may legally be absent thru illness and not suffer a reduction in pay thereby. The rul-ing applies to teachers who have been in the service a year or more and is given to support

the board in a rule which it had passed.

Harrisburg, Pa. The board has adopted an amendment to the rules, providing that teachers who are absent because of illness, or a death in the immediate family, shall not suffer a reduction in pay thereby. In the past, teachers have tion in pay thereby. In the past, teachers have not been paid for the time they were absent from their classrooms.



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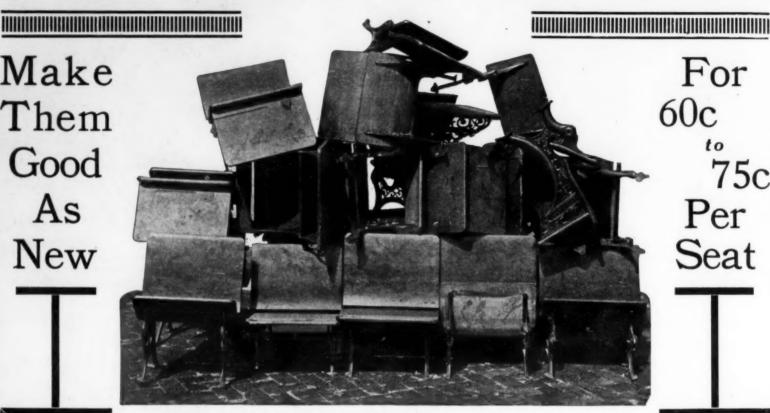
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BOARD OF EDUCATION. El Reno, Oklahoma, Dec. 27, 1919.

National Wood Renovating Co., Kansas City, Mo.

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Our people are well pleased.

Very truly yours, C. E. GRADY,

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The National Wood Renovating Co., Kansas City, Mo.

Dear Sirs:

Dear Sirs:

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Very truly, C. N. PEAK, Superintendent of Schools.

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to be just as represented, and we will sell you enough of our Casmire Process and our our refinishing materials, loan you our tank, with the understanding that after you have cleaned 50 to 100 desks, if you are not entirely satisfied with the results you obtained, and our materials do not meet our claims, you may notify us, by wire, and we will give you shipping instructions on the unused portion, and we will not charge you one cent for the material used in cleaning the 50 to 100 desks.

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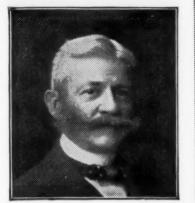
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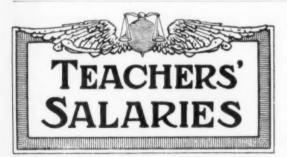
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#### HIGHLAND PARK MERIT SYSTEM.

Upon the recommendation of Supt. T. J. Knapp, the board of education of Highland Park, Mich., has adopted a merit system for determining salary increases for teachers. The system while not entirely original in Highland Park, is unlike any system in use elsewhere.

The system provides a means of giving a fixed credit, within definite limits, for experience in teaching and for extension work. In addition, it provides for a rating by official superiors.

Under the new schedule, the teachers are given increases in salary ranging from eighteen to 36 per cent, with an average for all teachers of 28 per cent. The increases range from \$240 to \$720 and average \$408.60.

The new system has been incorporated in the schools on the basis that new teachers of the desirable sort are but little concerned about a living or a thrift wage at the outset, and that they are more interested in the rewards available for long and efficient service. It is felt that capable young people will not be attracted to the profession unless they can be shown that the

profession unless they can be shown that the older teachers are properly rewarded.

The teachers of Omaha, Neb., have formed an organization known as the Omaha School Forum. The organization is composed of teachers, principals and supervisors in elementary and high schools and has for its purpose the promotion of democratic education, the cultivation of more responsibility toward the child, and the promotion of the teaching profession thru the unifying of interests and the fostering of fellowship among the members. among the members.

The organization is governed by a president and six other officers and a board of directors, all of whom are elected by referendum ballot and assisted by various standing and special com-

Meetings of the organization are held once a month, with interesting programs, discussions, music and addresses by educators. Social activities are featured. These take the form of even-ing parties and outings by the members. A series of luncheons has been arranged which have for their purpose the cooperation of the Forum with

the city in a campaign to "Know Omaha."

A forum bulletin will be issued monthly for the benefit of members of the organization

#### URGES SALARY INCREASES.

The Northeast Mississippi Schoolmasters' Club has issued an appeal to all the people of the state for a general increase in the salaries of teachers. The letter which has been sent to reach school officials and teachers in every district of the state reads as follows:

"This is the time of year when citizens gen-ally should be thinking what are to be school conditions for next year, and when officials par-ticularly must plan a program and provide ways and means for the efficient operation of their

"There has never been in the history of the nation a time of greater need for right educanation a time of greater need for right educa-tion and the schools are being looked to as one of the main steadying forces to withstand the attacks sure to be made upon American institu-tions. But at the very time when most is being expected of our public schools, they are being weakened by the withdrawal of the strongest and best teachers and by failure of the best type of our young men and women to enter the profession.

"The salaries of teachers, pitifully low before the cost of living started upward about five years ago, are now so relatively small that teachers in our own state have left and are leaving the ranks by the hundreds. Salaries of all teachers by by the hundreds. Salaries of all teachers, the operation of inexorable economic law, I been as effectually lowered as if reductions had been forced by formal action of school boards. Now is the time for vigorous action if our schools

"We therefore call upon the people of Mississippi to take steps to provide the best school advantages, and not to lower their school standadvantages, and not to lower their school standards. We call upon them to pay their teachers salaries commensurate with the increased cost of living, and not to try to dodge the issue by 10 and 20 per cent increases. We venture to say that in every town in Mississipi, the cost of living is at least 100 per cent more than in 1914-15.

Then the teachers in every community ought to receive a salary 100 per cent greater than the salary of that year.

"To this end an appeal is hereby made that every school superintendent draw up at an early date and present to his board of trustees a salary schedule double that of 1914-15, or which heaves the same preparation to the school leaf that

ary schedule double that of 1914-15, or which bears the same proportion to the schedule of that year that the cost of living at present in his community bears to the cost of living five years ago. Unless this schedule is met, let it not be said that salaries have been increased.

"We believe that Mississipi schoolmen are united on this point: that no reputable superintendent will allow his name to be considered in connection with a vacancy where this minimum salary schedule has been denied the teachers of the school, unless he should be willing to submit the same minimum schedule and advocate submit the same minimum schedule and advocate

its adoption.

"Nothing is more vital to the welfare of our people than this: that the right teachers must get the right pay."

WINCHESTER SALARY SCHEDULE. Winchester, Conn. The board has adopted a salary schedule for teachers and principals. All teachers are required to qualify for a state statutory certificate during the first year of service. Successful teaching experience elsewhere is taken into consideration in computing the beginning

The schedule is as follows

The schedule is as follows:

Teachers—Seventh to eighth grades (normal diplomas), minimum \$1,100, with three increases of \$100 and two of \$50, up to a maximum of \$1,500; kindergarten to sixth grades, minimum \$1,000 with three increases of \$100 and two of \$50, up to a maximum of \$1,400.

Principals—Elementary, twelve rooms or less (normal diploma), minimum \$1,400, with four increases of \$100 up to a maximum of \$1,800;

## Standard for 60 Years

in School and Hospital

AS A SCALE of enduring quality and absolute accuracy, the De Luxe today stands foremost -the result of years of constant adherence to the highest standards of design and workmanship. Its trustworthiness deserves the ironclad guarantee which it bears.

SCHOOL DE LUXE SCALES

Of particular importance to the school world is the improved full-capacity measuring device, an exclusive feature of the De Luxe. Marked in legible, easy-reading, 1/4-inch graduations from 2 feet 6 inches to 6 feet 6 inches, the De Luxe will accurately and quickly measure the smallest child or the tallest adult—a feature heretofore impossible with the old-fashioned measuring-rods.

Capacity, 300 lbs., graduated in 1/4 lbs. Height, 58 inches. Floor space, 13 inches x 24 inches. Platform, 101/2 inches x 131/2 inches.



thirteen rooms or more, minimum \$1,600, with six increases of \$100 up to a maximum of \$2,200; principals with A. B. degree, minimum \$1,800, with six increases of \$100 up to a maximum of

\$2,400.

Vice-Principals—Elementary, thirteen rooms or more, minimum \$1,400, with four increases of \$100, up to a maximum of \$1,800.

The rules provide that a diploma from a normal school, or its equivalent, constitutes the minimum requirement for teachers. Those in the service who do not hold such a diploma will be retained upon the recommendation of the superintendent, subject to the approval of the school board. Successful completion of courses in four summer sessions are accepted in lieu of a normal superior of the school of summer sessions are accepted in lieu of a nor-

aummer sessions are accepted in fleu of a normal school diploma.

Attendance at a summer school with a certificate of successful completion of at least two graduate courses, entitles the teacher to \$25 per annum extra compensation for each summer's work up to four summers. work up to four summers.

Teachers beginning work for the first time are engaged for one year under contract and are given a temporary certificate, renewable on the recommendation of the superintendent and subject to the approval of the school board. After two years' service, a permanent certificate is given upon the recommendation of the superintendent

#### AUBURN SALARY SCHEDULE.

The teachers' committee of the board of education of Auburn, N. Y., has submitted a report on a proposed revision of the salary schedule which went into effect in January last. The new which went into effect in January last. The new schedule which has the approval of Supt. H. D. Hervey, provides for satisfactory minimum and maximum salaries, and for adequate annual increments. The schedule is as follows:

Teachers—Kindergarten and first seven grades, minimum \$500, with ten annual increments.

Teachers—Kindergarten and first seven grades, minimum \$800, with ten annual increments of \$50, up to a maximum of \$1,400; eighth grade, minimum \$950, with ten annual increments of \$50, up to a maximum of \$1,450; female high school, minimum \$1,200, with eight annual increments of \$75, up to a maximum of \$1,800; male high school, minimum \$1,500, with eight annual increments of \$100, up to a maximum of \$2,300.

Principals-High school, minimum \$2,700, with eight annual increments of \$100, up to a maximum of \$3,500; Central Grammar School and Assistant Principal of High School, minimum \$2,000, with eight annual increments of \$100, up to a maximum of \$2,800.

Principals—Elementary (group one), minimum \$1,300 and maximum \$300 in advance of that established in the former schedule. The annual increment will be one-eighth of the difference between the minimum and maximum salaries.

Principals-Group two-Minimum \$1,350 and maximum \$300 in advance of that established in

the former schedule.

Principals—Group three—Minimum \$1,450 and maximum \$300 in advance of the former schedule. Training School-Minimum \$1,100, with eight annual increments of \$50, up to a maximum of

Supervisors—Manual Training, minimum \$1,700 with eight annual increments of \$100 up to a maximum of \$2,500; music, minimum \$1,200, with eight increments of \$100, up to a maximum of \$2,000; drawing, minimum \$1,500, with eight increments of \$50, up to a maximum of \$1,800; household arts, minimum \$1,500, with eight increments of \$50, up to a maximum of \$1,800; crements of \$50, up to a maximum of \$1,900; physical training, minimum, \$1,500, with eight increments of \$50, up to a maximum of \$1,900.

Special Teachers Under Supervisors-Elementspecial reachers Under supervisors—Elementary, minimum \$1,050, with eight increments of \$50, up to a maximum of \$1,450; high school, minimum \$1,200, with eight increments of \$75, up to a maximum of \$1,800.

Superintendent-Minimum \$3,500, with eight increments of \$100, up to a maximum of \$4,300. The committee, in its report, pointed out that

the schedule is necessary at the present time to secure justice to the great body of the teaching staff, as well as to preserve the school system from serious collapse.

#### ST. CLAIR SALARY SCHEDULE.

St. Clair, Mich. The board has adopted a schedule providing for the classification of teachers on the basis of experience and training, and giving increases in salary for additional training, experience and service. Life certificates in the grades and Bachelor's degree in the high

school, with at least one year's experience, is required except by special arrangement.

Teachers are graded according to service rendered. A minimum salary of \$900 will be given to those having less than a limited certificate and no experience; a minimum of \$1,000 to those with limited certificate and no experience; a minimum of \$1,100 to those with a life certificate but no experience; a minimum of \$1,300 to those having a bachelor's degree and no experience; a minimum of \$1,200 to special teachers with no experience, and a minimum of \$2,000 to high school principals with B. A. degree and no experience.

The increases will range from \$10 to \$20 for teachers possessing life certificate or bachelor's degree; and \$8.33 for those possessing less than degree; and \$8.33 for those possessing less than a life certificate; a minimum of \$25 for each year up to six years for experience outside of St. Clair, and \$50 each year for experience in the city schools. Teachers rated "A" will be given an additional \$50 to be paid with the last month's salary, those rated "B" will be given nothing and those rated "C" will be dismissed from the correction. from the service.

#### TEACHERS' SALARIES.

Des Moines, N. M. The Board of Education has re-elected Superintendent Clayton M. Negus for two years at a salary of \$2,500 per year. All teachers in the schools have been re-elected at an increase of \$400 and all the principals at an increase of \$700. The entire school staff is em-

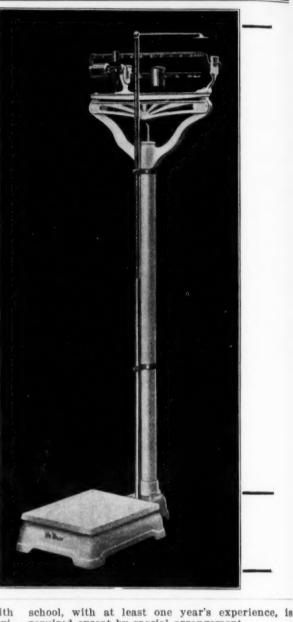
ployed on a twelve months' basis and is paid during the summer vacation months.

Hudsonville, Mich. The board of education has granted all the teachers a bonus of \$100 to be be paid before the end of the present school

year.
West Springfield, Mass. The board has adopted a salary schedule which covers five years of service and which goes into effect in September, 1920. All teachers must have two years of service to their credit before coming under the schedule, and experience in addition to the two years of service will count in advancing the teacher's position in the schedule.

Grade teachers will begin at \$1,050 the first year, and will advance to \$1,125 the second year,

(Continued on Page 77)







# Ancient and Modern History!

Superintendents and Members of School Boards: Note the two boys in the above illustration. One is studying about the '49ers going to California for gold; but it's ancient history to him. He can't make out from the book how it all was.

The other lad is **seeing them go**—through visual education. It is consequently **reality** to him. It's **modern history learned**—and with **real joy** in the learning!

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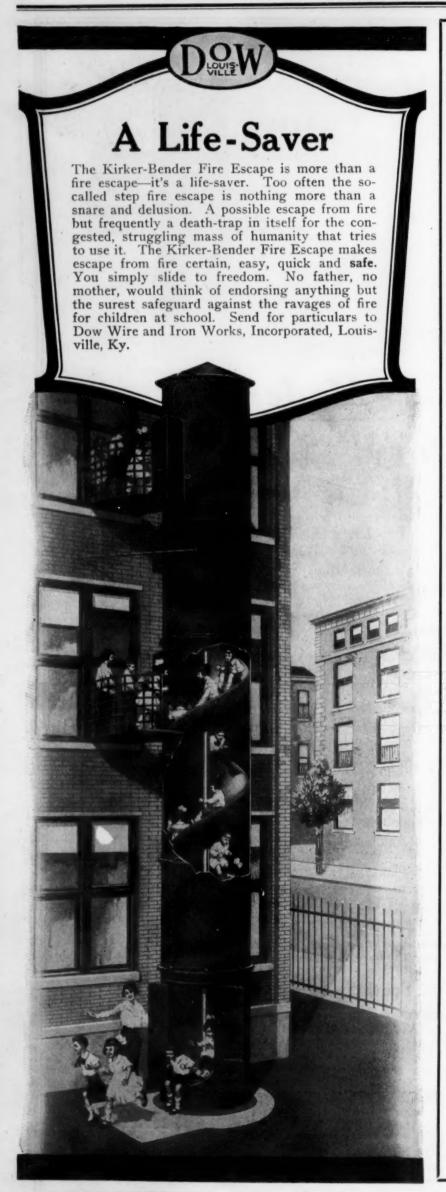
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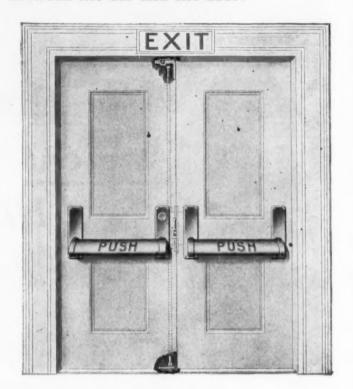
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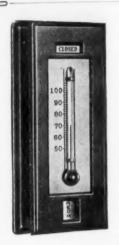
Chicago

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and the satisfactory operation of thousands of school plants tells its own story of our progress. We are not overstating our case when we assert that Johnson is the accepted standard in temperature regulation.



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It costs more, but it is the best.

### The Johnson Service Company

MILWAUKEE, WISCONSIN

THE OLDEST-THE LARGEST-AND ALWAYS THE MOST PROGRESSIVE



(Continued from Page 74) \$1,200 the third year, \$1,275 the fourth year and \$1,350 the fifth year. High school and junior high school teachers (non-college graduates) will high school teachers (non-college graduates) will begin at \$1,100, and advance to \$1,175 the second year, \$1,250 the third year, \$1,325 the fourth year, and \$1,400 the fifth year. College graduates will begin at \$1,200, and will advance to \$1,300 the second year, \$1,400 the third year, \$1,500 the fourth year and \$1,550 the fifth year. Kenmore, O. The board has adopted a salary schedule providing for a minimum of \$800 and a maximum of \$1,600 for kindergarten and grade teachers; a minimum of \$1,200 and a maximum of \$2,000 for high school instructors, and a minimum of \$1,800 and a maximum of \$1,800 and

mum of \$1,800 and a maximum of \$2,700 for the vice-principal.

It is provided that no grade teacher of ten years or more experience may receive less than \$1,300; no grade teacher of five to ten years' experience may receive less than \$1,100. No teacher may receive an increase of less than \$200 or

more than \$500.

Riverton, Wyo. The board has adopted a new minimum of \$1,200 for grade teachers and \$1,350 for high school instructors.

Portsmouth, N. H. The board has adopted a ew salary schedule providing for flat increases new salary schedule providing for nat increases of \$250 a year. Under the schedule, the maximum for elementary teachers has been fixed at \$1,150, for women high school teachers at \$1,350,

\$1,150, for women high school teachers at \$1,350, and for men high school teachers at \$1,850. Harlem, Mont. The board has placed the teachers on a twelve-months' salary basis and has given increases of approximately 25 per cent. Grade teachers will receive a minimum of \$1,200, high school teachers \$1,350, grade principals \$1,335 and high school principals \$1,600. Menominee, Mich. The board has adopted a new schedule of salaries providing for a minimum of \$1,000 and a maximum of \$1,500. For junior and senior high school teachers, the minimum is \$1,200 and the maximum \$2,000. Columbus, Kans. The board has given increases in salary averaging about twenty per cent. The minimum is fixed at \$65 per month and the maximum at \$90 per month.

and the maximum at \$90 per month.

Springfield, Ill. The board has adopted a salary schedule providing for increases of \$25 per month, for the remainder of the school year.

Marion, Ill. The board has given salary in creases of \$25 a month to the teachers, principals

and superintendent.

Central Falls, R. I. The board has adopted a new salary schedule providing for a minimum of \$900 and a maximum of \$1,300. The schedule

of \$900 and a maximum of \$1,300. The schedule is retroactive to January first.

State Supt. A. O. Thomas of Maine, in a recent report, declares that the lowest increases for teachers in the state were 33 1/3 per cent and advancements ranged up to 60 per cent.

Hope, Ark. A new salary schedule has been adopted providing for a minimum of \$70 and a maximum of \$90 for grade teachers. Junior high school teachers will be given a minimum of \$70 and a maximum of \$95. and senior high \$70 and a maximum of \$95, and senior high school teachers a minimum of \$75 and a maximum of \$1,000.

Girard, Kans. Increases of forty per cent in

salary have been given the teachers.
East Moline, Ill. The teachers have been given bonuses of \$100, payable at the close of

the school year.

Keokuk, Ia. The teachers have been given increases of \$25 per month for the remainder of the year.

Warwick, R. I. The school board has ap-

Warwick, R. I. The school board has approved a petition of the teachers providing for increases of 43 per cent.

Tecumseh, Mich. Bonuses of \$150 have been given the teachers.

given the teachers. Muskegon, Mich. The board has adopted a salary schedule providing for an increase in the

minimum salary of approximately \$350.

Hillsdale, Mich. Teachers whose salaries for the present year have been below \$1,500 have been given bonuses of \$200.

Marblehead, Mass. The high school teachers

have been given increases of from \$200 to \$300.

Teachers in elementary schools have been given increases of \$300.

Princeton, Ill. The board has adopted a sched-

Princeton, Ill. The board has adopted a schedule of salaries providing for increases of \$30 per month. Grade teachers will receive a salary of \$115 per month, principals \$120, and new teachers \$100 per month.

Durham, N. C. The board has adopted a salary schedule providing for a minimum of \$1,000 to \$1,400 for all teachers, and a maximum of \$2,000. The schedule is as follows:

Class D, minimum \$1,000, with increases of \$60 up to \$1,300; Class C, minimum \$1,000, with increases of \$60 up to \$1,420; Class B, minimum \$1,200, with increases of \$100, up to \$1,800; Class A, minimum \$1,400, with increases of \$100 up to \$2,000. Teachers designated as heads of departments will receive \$200 additional per year. ments will receive \$200 additional per year. Norfolk, Va. The board has adopted a

The board has adopted a salary Norfolk, Va. The board has adopted a salary schedule providing for a minimum of \$1,000 and a maximum of \$1,500 for elementary teachers; a minimum of \$2,400 and a maximum of \$4,000 for high school principals; a minimum of \$1,800 for principals with less than 700 students under their charge, with increases of \$150 up to a maximum of \$2,550; a minimum of \$1,800 a year maximum of \$2,550; a minimum of \$1,800 a year for principals with more than 700 students, and a maximum of \$3,000. Heads of departments, male and female, will be paid \$1,800 and \$1,500 respectively as a maximum, and \$2,400 and \$2,100 respectively, as a maximum.

respectively, as a maximum.

Teachers of the Eagle Consolidated School at Eagle, Neb., have been given increases ranging from forty to sixty per cent.

Lafayette, Ind. The school board has given the teachers increases of forty per cent in salary. Sioux Falls, S. D. The board has given increases of \$300 in salary for the coming year. The minimum salary in the grades has been raised to \$1,200 and that in the high school to \$1,500

Waterville, Me. The board has granted bonuses of \$150, payable in three installments. The bonuses are to be given to those who remain until the close of the year.

Sioux City, Ia. The board has given increases ranging from \$300 to \$400 per year. The schedule provides for a minimum of \$1,300 to \$1,500, and a maximum of \$1,500 to \$2,100 for grade teachers.

Fort Worth, Tex. The board has granted increases of \$25 per month.

School superintendents of Utah, at a recent conference, adopted a scale providing for \$1,000 as a proper minimum salary for a normal graduate teacher and \$1,300 for a standard-college graduate.

Decatur, Ind. The teachers have been given increases of thirty per cent for the next year.

Meriden, Conn. An appropriation of \$70,000 has been made in order to provide increases of

## "AN OUNCE OF PREVENTION

IN the Hunter School in Philadelphia, we find wise provision made for Dahlstrom Hollow Metal Doors and Trim, Picture Mouldings and Wainscot Caps.

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The increases will be retrocative

from September last.

Bennington, Vt. The teachers have been given bonuses of \$150, payable at the end of the school

year.

Bellows Falls, Vt. Teachers in the village schools have been given increases of \$200, those at Saxton's River \$150, and rural teachers \$100.

Concordia, Kans. The board has adopted a schedule under which the salary of women high school teachers ranges from \$120 to \$150 a month, and that for women grade teachers from \$90 to \$120 a month.

Saugus, Mass. The board has given increases of \$250 to each teacher.

Marion, O. The teachers have been given bonuses of \$100, payable at the close of the school year.

Laporte, Ind. Increases of twenty per cent in salary have been given the teachers. The new increase makes a total of about fifty per cent since last summer.

Fond du Lac, Wis. The teachers have been given bonuses ranging from \$25 to \$100. The

bonuses were based on the length of service of the teachers.

Rutland, Vt. The teachers have been given flat increases of \$300.

Newport, Vt. The teachers have been given bonuses of \$200, payable at the close of the

school year.
Williamstown, Mass. The board has given increases of \$200.

Wakefield, Mass. The teachers have been given increases of \$400 a year. The maximum for grade teachers, under the schedule, is fixed at \$1,300, and that of the high school teachers at

Winchester, Mass. The board has approved a recommendation of the finance committee providing for increases of \$400 in the salaries of

Belmont, Mass. Flat increases of \$500 have been granted the teachers. Of the amount, \$300 was given some time ago, and the balance was given on demand.

Geneva, Ill. The teachers have been given increases of twenty per cent in salary.

Youngstown, O. The board has given increases

of 25 per cent to grade and high school teachers,

and 20 per cent to custodians.

Allegan, Mich. The board has given bonuses

of \$100 to the teachers.
Eau Claire, Wis. The board has adopted a salary schedule, providing for a minimum of \$95 and a maximum of \$110 per month for grade teachers; a minimum of \$1,100 for remale high school teachers and a maximum of \$1,600; a minimum of \$1,300 for male high school teachers and a maximum of \$1,800.

Ballinger, Tex. Increases of 25 per cent in sal-

ary have been given the teachers.

Ponca City, Okla. The minimum salary for grade teachers will be \$100 a month, payable on the twelve months' basis.

LaGrande, Ore. given the teachers. Bonuses of \$50 have been

Woonsocket, R. I. The board has adopted a salary schedule providing for a minimum of \$900 and a maximum of \$1,300 for grade teachers. High school teachers have been given increases of \$175.

of \$175.

Alpena, Mich. The board has adopted a schedule providing for a minimum of \$900 and increases of \$150 per year.

Lansing, Mich. The board has given increases of \$500. Under the new schedule, the minimum for grade teachers is fixed at \$1,100 and that for the high school at \$1,300.

Searcy, Ark. Increases of twenty per cent have been given the teachers.

Springfield, Mass. Flat increases of \$200 have been given the teachers, supervisors and prin-The increases become effective in Sepcipals.

tember next. windsor Locks, Conn. Increases of twenty per cent have been given the teachers. The salaries of teachers who have taught more than one year will range from \$1,260 to \$1,320 in the grades, and \$1,500 in the high school.

Watertown, Mass. The teachers and principals have been given increases of \$400.

Brattleboro, Vt. The board has given increases ranging from \$150 to \$300.

Kansas City, Kans. The board has adopted a recommendation of the teachers' committee providing for flat increases of \$35 a month or \$420 a year, for grade, junior high and high school Cherokee, Okla, Increases have been given the teachers. Increases of twenty per cent

Burlington, Vt. Increases of 25 per cent have been given to grade and kindergarten teachers.

Kenmore, N. Y. The board of education has adopted a new salary schedule for the school year

beginning September, 1920. Kindergarten and gra grades-minimum

Kindergarten maximum \$1,600. High School-minimum \$1,200,

Vice-Principal-minimum \$1,800,

The increases are given at the rate of \$100

In putting the schedule into effect the board of education will allow for experience in the city schools with the limitation that no teacher now in the service shall receive an increase of less than \$200, nor more than \$500. The arrangement is such that any grade teacher of ten years' or more experience will immediately receive \$1,300 or more; of five to ten years' experience \$1,200 or more; and, of three to five years' experience \$1.100.

experience \$1,100.

The former schedule provided a minimum of \$600 in the grades, \$800 in the high school, and \$1,500 for the vice-principal. The maximum pay was \$1,200 in the grades, \$1,600 in the high school, and \$2,000 for the vice-principal.

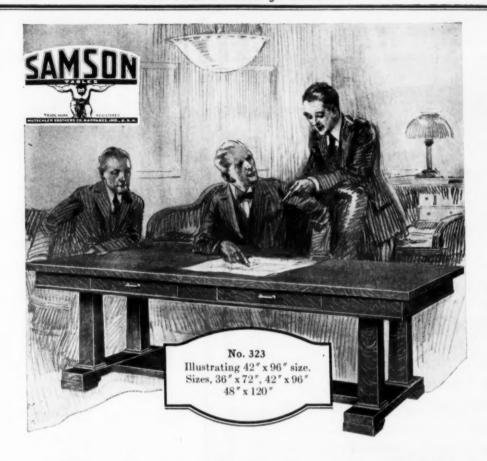
Adrian, Mich. The Board of Education has adopted a new salary schedule for teachers in the grades. It provides that \$800 shall be the basic salary of women teachers and \$1,200 for men and

grades. It provides that \$800 shall be the basic salary of women teachers and \$1,200 for men and for the supervisors of art, music, physical training, and grades. To this amount \$100 will be added for each year of collegiate or normal training acceptable to the board as preparatory for the position to which the teacher is assigned. For experience teachers now in the service will be paid at the rate of \$50 for every year of successful and approved work up to five years. For service beyond five years, \$25 additional will be paid for each year up to a maximum of \$375 for teachers who have ten full years' experience.

teachers who have ten full years' experience.

A special provision of the schedule permits the board to give teachers who have been in the service for a long time the bonus which is to be paid to teachers having two years' normal or

(Continued on Page 81)



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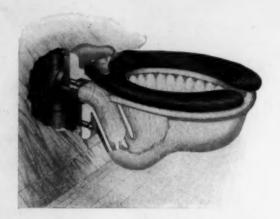
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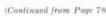
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collegiate training. The schedule by Superintendent C. H. Griffey. The schedule was worked out

Thompsonville, Conn. The Board of Education has adopted the following salary schedule to begin retroactively from January 1, 1920: Minimum salary grade teachers raised from \$650 to \$800; maximum \$850 to \$1,200; minimum salary junior high school teachers raised from \$700 to \$900; maximum \$900 to \$1,250; minimum salary high school teachers (women) raised from \$800 to \$1,000; maximum \$1,200 to \$1,400.

Lawrence, Kans. The board has adopted a sal-ry schedule to be effective next year. The ary schedule to be schedule is as follows:

Elementary Schools-Minimum \$1,000, with increases of \$50, \$75 and \$100 for medium, good and expert teachers, up to maximums of \$1,300. \$1,500 and \$1,600.

High Schools-Minimum \$1,200, with increases of \$50, \$75 and \$100 for medium, good and expert teachers, up to the maximums of \$1,400, pert teachers, up \$1,600 and \$1,800.

Elementary Principals—Two or three teachers, \$1,150 to \$1,500; four or five teachers, \$1,300 to \$1,650; six, seven or eight teachers, \$1,400 to

Under the schedule, the minimum salary for grade teachers has been raised 122 per cent and that for high school teachers 100 per cent. The maximum for grade teachers has been raised 122 per cent, with a similar increase for high school instructors.

The city council of Portsmouth, N. H., has provided for the appropriation of \$21,000 for teachers' salary increases. The total expense for salaries will reach about \$95,600.

Salaries of all teachers in the Riverton, Wyoming, schools have been materially raised for the coming year; the minimum for grade teachers retained from this year to be \$1,200, and for high school teachers, \$1,350.

The school board of Bozeman, Mont., has

The school board of Bozeman, Mont., has adopted a salary schedule for teachers, supervisors and principals for the years 1919-20 and 1920-21. The schedule is as follows:

Principals—Junior high schools, 1919, \$1,700 and 1920, \$2,200; eight-room buildings, 1919, \$1,500 and 1920, \$1,860; ten-room building, maximum 1920.

Supervisors-Minimum \$1,500, and maximum

Manual Training-Minimum \$1,800 and maximum \$2,100.

Teachers-Normal graduates (no experience), \$900 and \$1,200; experienced teachers (new in system), three years, \$1,000 and \$1,320; four years or more, \$1,000 to \$1,050 and \$1,380. Maximum salary for all teachers is \$1,620 and the annual advance is at the rate of \$60.

The new schedule means an advance of sixty

per cent for superintendents since 1914; seventy per cent for principals since 1914; 66 2/3 per cent

for supervisors and seventy per cent for teachers.
Williston, N. D. The board has advanced the salaries of the grade teachers 25 per cent, of the superintendent, principals, supervisors and spe-cial teachers 12 per cent, and of the high school staff fifteen to twenty per cent. The increases are in addition to increases of ten per cent made

earlier in the year.
Under the present schedule, the minimum for grade teachers is \$115 and for high school instructors \$135 per month, with bonuses for educational qualifications beyond the minimum, successful experience and attendance at summer school.

The West Springfield, Mass., School Board adopted a new salary schedule which provides for a minimum wage of \$1,050 in the elementary school and \$1,350 maximum obtained in five years' service. In the high school the minimum salary for the college graduate is \$1,200 and the maximum is \$1,550, while the non college graduate will receive a minimum of \$1,100 and a maximum of \$1,400, both obtaining the maximum maximum of \$1,400, both obtaining the maximum after five years' service in the schools of West Springfield. In order to be placed on this salary list, teachers must have had two years' experience. Experience in addition to the two years will count toward advancing the position of the teacher upon the salary schedule.

teacher upon the salary schedule. Glendale, Arizona, has fixed salaries as follows: Glendale, Arizona, has fixed salaries as follows:
(1) Kindergarten, first, sixth, seventh, and eighth grades: Minimum, \$135 per month or \$1,215 per year of nine months; maximum \$182.50 per month or \$1,642.50 per year of nine months. Yearly increase per month:

1st re-election, \$5.00 per month.
2nd re-election, \$7.50 per month.
3rd re-election, \$10.00 per month.

4th re-election, \$10.00 per month.

5th re-election, \$15.00 per month. Requirements (do not apply to teachers already in the corps). Kindergarten and first grade, high school graduate, normal graduate, having high school graduate, normal graduate, having specialized in kindergarten or primary work. At least two years' successful teaching experience in that work. Holder of first grade state certificate. Sixth, seventh, and eighth, same as above, but the four-year college graduate given preference. (2) Second to fifth grades inclusive: Minimum, \$130.00 per month or \$1,170.00 per year of nine months; maximum, \$180.00 per month or \$1,620.00 per year of nine months.

CUT SHOWS No. 23-9 SEAT

Yearly increase per month:

1st re-election, \$5.00 per month.

2nd re-election, \$7.50 per month.

3rd re-election, \$10.00 per month.

4th re-election, \$12.50 per month. 5th re-election, \$15.00 per month.

Requirements—same as for the other grades. (Difference in salary is based on complexity

of actual school work and problems).

Antigo, Wis., has fixed its teachers' salaries as follows: High schools, minimum \$1,200, maximum \$1,700; grades, minimum \$1,000, maximum \$1,300; grade principals, minimum \$1,200, maximum \$1,500.

The Commissioner of Education reports, on the basis of returns from state school officers, that there are 18,729 schools closed because of lack of teachers, and 41,900 schools taught by teachers characterized as "below standard but taken on temporarily in the emergency." The largest shortages are as follows: Kentucky, 2,250; Texas, 2,055; Virginia, 2,000; Georgia, 1,500; North Carolina, 700; Iowa, 600. Substandard teachers are reported as follows: Texas, 4,000; Virginia, 3,500; Alabama, 3,500; Georgia, 3,000; Tennessee, 3,000; Minnesota, 1880; Illicota, 1900; Minnesota, 1900; Minn see, 3,000; Minnesota, 1,880; Illinois, 1,200; Kentucky, 1,100; New York, 1,100; South Carolina, 1.000.

Under the salary scale fixed by the Camden, N. J., board teachers begin at \$1,200, and \$100 is added yearly until the maximum of \$1,700 is reached. Teachers in the elementary grades will receive \$1,700 to \$1,900, and in the departmental grades \$1,900 to \$2,000. Teachers in the junior Teachers in the junior school are to receive \$1,500 to \$2,300. Principals' salaries will be \$1,600 to \$3,200. Supervisors will get \$2,500 to \$3,500.

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The Kentucky house has passed a bill providing for an educational survey. The survey is to be conducted by unprejudiced experts and is to include recommendations for improvements in the school system.

The school board of Groveland, Mass., The school board of Groveland, Mass., is in possession of the report of Mr. C. Edward Fisher, superintendent of the school system from September to March first. Mr. Fisher points out that, altho many improvements have been made in the schools there are still other improvements possible and he calls attention to some things which he believes should be done to improve present conditions. present conditions.

The first matter he mentions is the business management. He points out that the business management is entirely out of the hands of the superintendent, which is not in accordance with the general practice in school administration. In order to avoid lack of supplies, delay in getting and definitely fixing responsibility, in the purchase of supplies, Mr. Fisher recommends that printed forms be used for incurring financial obligations, that the superintendent make out these orders, and that the orders be countersigned by the committee or a member of the committee authorized to act.

In order that the superintendent may use judge-

In order that the superintendent may use judgment in recommending expenditures for books, it is necessary that he should know the financial condition of the department at all times. It is recommended that all bills pass thru the superintendent's hands, that the system of accounting recommended by the State Education Department for schools be adopted, and that the superintendent keep the books up to date under the discounting order to the school committee. direction and control of the school committee.

The condition of some of the school buildings is described as very poor. All of the buildings need attention and the worst situation is to be found in connection with the toilet facilities. It is recommended that an estimate be made for carrying out whatever plan is thought best and then follow this with a request for funds.

The passage of a law during the last session of the legislature whereby towns receive a conof the legislature whereby towns receive a considerable reimbursement for salaries of teachers, means a great deal to the town, but it is pointed out that unless teachers' salaries are raised considerably, the town will become a training ground where teachers will come for experience. When good teachers are secured, good salaries must be paid to keep them and good salaries today are in most places twice what they were five years ago, and still going up.

The school work is characterized as average good, altho as yet no standardized tests have

The school work is characterized as average good, altho as yet no standardized tests have been given to absolutely determine this. It is the opinion of Mr. Fisher that some revision is necessary in the matters of silent reading and training children to study. Freshmen and others in the high school do not in many cases know how to study and it makes the teacher's work much more difficult.

much more difficult.

Some attention should be given to courses of study and to the purchase of books.

Statistics are valuable things, in the opinion of Mr. Fisher, but unless they are carefully and accurately kept, they are apt to be misleading.

Grand Rapids, Mich. Plans have been completed for an extensive survey of the school system. Mr. Ira Blossom has been appointed chairman of the special committee delegated to the work, and Miss Inez Miller will act in the capacity of secretary. The survey will cover a paried of several months. period of several months.

Prof. E. N. Mendenhall of the Kansas Normal School, Pittsburg, Kans., has been appointed as director of the local committee of teachers which is conducting the survey of the Fort Scott school system.

Some of the points to which the teachers will give attention in making the survey, are as fol-

The training of teachers for their work and where secured; the salaries paid to teachers as

compared to the salaries of clerks in stores stenographers, street cleaners, city employes, rail-

road shop men and others.

The number of pupils to the teacher and the maximum number to a teacher for efficient work, and a comparison of sizes of classes in schools of other cities.

The number of supervisors most suitable in comparison with the number of teachers.

A test of the ability of pupils in arithmetic, reading and writing and comparisons among the grades, and also comparisons with records made in similar tests in other schools.

\*Akron, O. The board of education has adopted the recommendations of Supt. H. V. Hotchkiss providing for summer schools at five centers. The schools will be conducted under the direction of the board, instead of by private teachers as formerly.

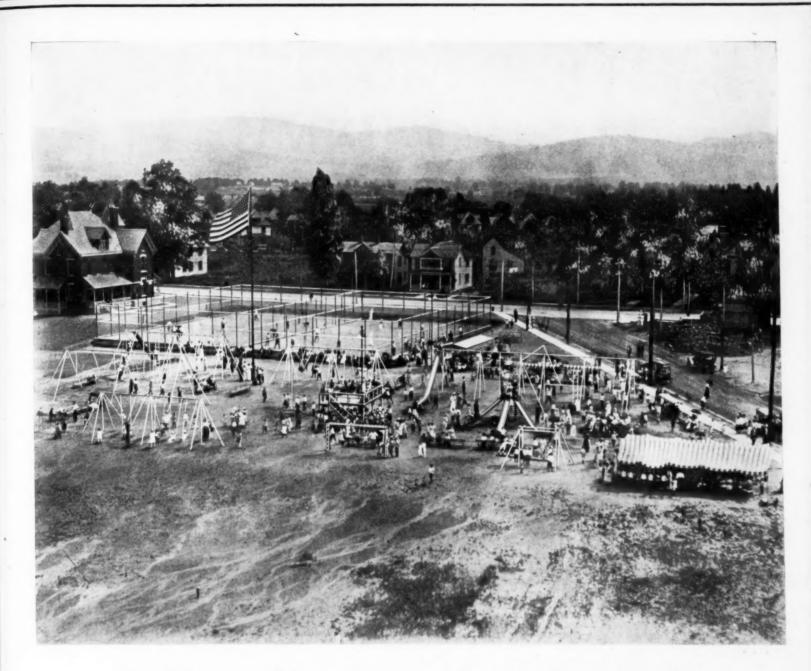
High school principals of Massachusetts, at a conference in Boston, Mass., in March, listened to a report of the committee on needed changes to a report of the committee on needed changes in secondary education. It was pointed out that the present system of rankings in the schools causes depression and discouragement on the part of the pupils and it was shown that efforts should be made for a revision of the school system to maintain morale in athletic activities and army life. Mr. Frank W. Wright of the State Board of Education declared that, in his opinion, the fight for higher salaries for the teaching the fight for higher salaries for the teaching profession may be regarded as won and that the duty of securing the requisite number of trained teachers for the schools of the Nation is one that rests largely in the hands of the high school teachers.

The question of needed changes in secondary education was presented by Prin. Merle S. Getchell of Brockton, Prin. A. S. Safford of Reading and Prin. I. O. Palmer of Newton, who are members of a committee appointed to deal with the matter. Mr. Getchell explained the manner in which the work is being conducted. Inquiry was made by means of a questionnaire sent to the high schools of the state and the results of the inquiry will be presented next year.

Mr. Safford in discussing the effects of the repulsing system in the schools declared that a

ranking system in the schools, declared that a

(Continued on Page 85)



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**CHICAGO** 

(Continued from Page 82)

"habit of failure" is being built up which is depressing. He pointed out that some means of encouraging the pupils must be obtained instead of finding fault with them.

The committee on education of the constitutional convention, at Springfield, Ill., has recommended that the appointment of county superintendents of schools be prohibited. The decision appears to be more in the interest of political jobs than of the public schools and the children.

Altho a number of reasons have been advanced for permitting the appointment of school supervisors, no reason has been presented against it, except that the elected superintendents are opposed to it.

The official recommendations of the State Teachers' Association, which is said to have 16,000 of the 22,000 teachers of the state, suggested that the constitution permit the election or appointment of county superintendents as later seems wise.

The seventh annual meeting of the Pennsylvania School Men's Week was held April 8, 9, and 10 at the University of Pennsylvania. The meeting was organized by Professor Harlan Upde-

#### AMONG SUPERINTENDENTS.

S. H. Minkel has been re-elected superintend-

ent at Fort Dodge, Iowa, for the tenth consecutive year at an increase in salary of \$1,200, making his salary for next year \$6,000.

Superintendent M. G. Clark of Sioux City, Iowa, has been re-elected at a salary of \$7,500 for next year, an increase of \$1,500 over this year's galary.

Supt. Wm. A. Greeson of Grand Rapids, Mich. has been re-elected for the next year, with a salary of \$6,000 per year.

Mr. James L. Dixon has been appointed assist-

ant superintendent of schools at Dunkirk, Ind., to succeed H. L. Nixon, resigned.

Supt. W. E. Miller of Knoxville, Tenn., has been reelected for the next year, at a salary of

Mr. W. H. Carey, of St. Joseph, Mich., has been elected superintendent of schools at Dowa-giac, to succeed A. E. Frazee.

Supt. M. L. Jacobson of Moorhead, Minn., has

been reelected for a third term.
Supt. J. O. Hall of Hutchinson, Kans.,

Supt. J. O. Hall of Hutchinson, Kans., has been reelected for the year 1920-21. The salary has been raised to \$4,000.

Mr. Charles S. Meek of San Antonio, Tex., has been elected superintendent of schools at Madison, Wis.

Supt. W. B. Alexander of Caldwell, Tex., has been reelected and his salary increased to \$2,000. Supt. O. R. Arrington of Milford, Ia., has been reelected at a salary of \$3,000.

Mr. McCumsey of Clarksville, Mich., has been elected superintendent of schools at Leroy, to succeed H. J. Leighton.

Mr. J. Henry Highsmith has been appointed associate state high school inspector for North Carolina. Prof. N. W. Walker, who for fifteen years has had sole charge of the work, will continue as supervisor of teaching methods in high tinue as supervisor of teaching methods in high schools and professor of education at the state university

Mr. Robert Thomson of Plainview, Neb., has

Mr. Robert Thomson of Plainview, Neb., has been elected superintendent of schools at Gordon. Supt. Herbert F. Taylor of Manchester, N. H., has been appointed a member of a committee of 25 educators which is to conduct an investigation of the problems of secondary education.

Mr. Chester A. Weed of Manchester, N. H., has been elected superintendent of schools at Biddeford, Me., to succeed I. C. Allen.

Mr. Claude P. Briggs, assistant superintendent of schools and principal of the high school at Rockford, Ill., has been elected to a similar position at Lakewood, O. Mr. Briggs who succeeds R. L. Short, was chosen because of his ceeds R. L. Short, was chosen because of his training and experience and the success with

which he filled the position at Rockford.

Dr. George M. Philips, Principal of the State
Normal School at West Chester, Pa., and a well
known Pennsylvania educator, died March 10th
following a stroke of apoplexy. Mr. Philips who
was 68 years of age, had been with the Normal was 68 years of age, had been with the Normal School since 1881.

Mr. C. J. Brewer of the Eau Claire (Wis.) Normal School, has been elected superintendent of schools to succeed W. W. Clark, resigned.

Mr. E. B. Bergquist of Red Wing, Minn., has

been elected superintendent of schools at Little Falls. He succeeds F. W. Dobbins.

Mr. Charles Lundberg has been elected superintendent of schools at Lemmon, Ia., to succeed

intendent of schools at Lemmon, Ia., W.

H. G. Moore, resigned.

Mr. John W. Thalman, principal of the high school at St. Joseph, Mo., has accepted the appointment as superintendent of the city schools.

Mr. V. G. Mays who was offered the principalship of the high school, has declined the position.

Supt. C. C. Alexander of Hibbing, Minn., has been reelected with a salary of \$6,500.

Mr. E. M. Crouch of Jeffersonville, Ind., has accepted the superintendency at Kingsport,

accepted the superintendency at Kingsport, Tenn., at a salary of \$3,000.

Supt. W. R. Rutherford of Eugene, Ore., has been unanimously reelected for the ensuing year.

in reelecting Mr. Rutherford, the board declared that his administration had been so capable and efficient that the best interests of the schools demanded his retention.

Supt. Lee Byrne of Fort Smith, Ark., has been

reelected for a two-year term.

Mr. C. C. Baker of Albert Lea, Minn., has been elected superintendent of schools at Grand Rapids.

Supt. S. E. Hargis of Redwood Falls, Minn.,

has been reelected for the next year.

Miss May Trumper of Helena, Mont., has been appointed a member of the Montana Textbook Commission for a five-year term. Miss Trumper succeeds L. R. Foote, resigned.

Superintendent C. M. Whitlow of Riverton.

Superintendent C. M. Whitlow of Riverton, Wyoming, has just been reelected by the board of education at a salary of \$2,400.

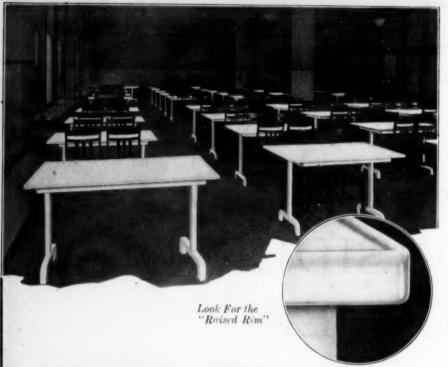
Mr. James H. Hays, Dean of the Colorado Teachers' College, died February 12th of heart failure following a brief illness of pleurisy.

Dean Hays was connected with the Colorado College for more than a quarter of a century and had witnessed its growth from a small schoolhouse to a fine teachers' college.

The funeral services were attended by educators from many cities and towns thruout Colorado and the pallbearers and honorary p bearers were former students of Dean Hays.

Supt. C. M. Whitlow of Riverton, Wyo., has been reelected at a salary of \$2,400.

Supt. Vernon Culp of Tripp, S. D., has been reelected with an increase in salary.



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On March 2nd, 1920, the Board of Education, Braddock, Pa., unanimously elected Thomas G. McCleary, Assistant Superintendent of Washington County, Pa., to the position of superintendent of schools, at a salary of \$3,300 per year, to complete the unexpired term of F. C. Steltz who died of typhoid fever.

Mr. McCleary is a graduate of the University of Chicago and served as superintendent at Washington, Pa., for seven years.

Supt. D. Lyman Wormwood of Bangor, Me., died March 23rd, at his home after a brief illness of mastoiditis. Mr. Wormwood was 56 years old at the time of his death.

Supt. Hugh J. Molloy of Lowell, Mass., has been given an increased salary of \$4,500.

Mr. C. A. Record of Bridgewater, Mass., has signed to become principal of the Dunbar School at Abington.

Supt. J. W. Beaty of Denton, Tex., has announced his resignation, effective with the close of the present school year.

Supt. R. E. Womack of Conway, Ark., has been unanimously reelected at an increased salary.

Prin. L. L. White of the Winston-Salem High School, at Winston-Salem, N. C., has resigned to accept the professorship of education at Guilford

Mr. Paul Van Riper of Franklin, Ind., has been elected superintendent of schools at Lebanon. He succeeds W. W. Holliday.

Supt. Hugh A. Carroll of Lawton, Mich., has announced his resignation, to take effect at the close of the year.

Supt. Walter D. Cocking of Storm Lake, Ia., has been reelected.

Supt. J. C. Gaines of Wilton, Ia., has resigned to accept the position of college inspector of re-habilitation work for the Federal Board of Voca-tional Education. Mr. Gaines's territory will cover the states of Iowa, Nebraska, Kansas and Mis-

Mr. H. C. Knight of Townsend, Mass., has been elected superintendent of schools at Carlisle, to succeed Frank H. Hill, who goes to Marble-

Supt. Arthur H. Carver of Lexington, Mass., has announced his resignation.

Dr. Arthur T. Hadley, president of Yale Uniersity, has announced his resignation in the versity, has a spring of 1921.

### SCHOOLROOM HYGIENE AND SANITATION.

An open air school has been established in Manchester, N. H., thru the cooperation of the tuberculosis association and the local state school board.

The Massachusetts Senate has rejected a bill providing for the extension of the provisions of the law relative to compulsory vaccination of

pupils in private schools.

A dental clinic has been successfully conducted in the Main Street School, Springfield, Mass., during the past year. A nominal charge of ten cents is made where the children are unable to pay the regular price for dental work.

The state health department of Texas has begun a series of tests to determine the most effec-tive method for the fumigation of textbooks. There will be from six to ten tests which will be conducted under the direction of the state bacteriologist and the assistant sanitary engineer.

Seventy-five per cent of Chicago's 400,000 school children are physically defective and ninety per cent of the defects are above the neck, according to Supt. P. A. Mortenson. It has been shown that the worst sources of trouble are bad teeth and malnutrition. To overcome the conditions, it is planned to secure closer cooperation the granting the health of children between ation in guarding the health of children between the ages of 6 and 14.

Haverhill, Mass. The board of health has increased the scope of the dental clinic with the placing of the school dentist on a full-time basis.

placing of the school dentist on a full-time basis. In the future, one-half of each day will be given to the examination of children's teeth instead of three days a week as formerly.

Nashua, N. H. The dental clinic at the high school has done some successful work during the past year. A total of 470 pupils have been under treatment. Four dentists take turns at the clinic and the clerical work is attended to by the purse and the clerical work is attended to by the nurse

Manchester, N. H. A practical domestic science room has been opened at the Spring Street School for the preparation of simple lunches. The menu consists of bread and butter furnished by the pupils and hot cocoa cooked in school. The experiment has been started to remedy conditions of under-feeding and under-nourishment which had been found to prevail among the younger pupils.

Suit has been brought in the Superior court of Vanderburg Co., Ind., to enjoin the city school and health authorities from excluding children for failure to be vaccinated. The suit is a test case and is supported by an organization of school patrons opposed to vaccination.

The New York City board of education inaugurated the penny lunch system with a patronage of 1,500 children in eight downtown Manhattan schools. The food is prepared in kitchens and is distributed to the schools by automobile trucks. Special containers keep the food mobile trucks. Special containers keep hot until the students arrive for lunch.

Portions of food are sold for three cents each and bread at one cent a slice. For ten cents, it is possible for a child to get a substantial meal, including any three of the main dishes of the

The educational side of the lunch service is under the direction of Miss Grace Schermer-horn, director of cooking, and the preparation of the food is done under the supervision of of the food is done under the supervision Miss Maud Bleier, domestic science manager.

Toledo, O. A traveling dental clinic has been put into operation by the board. The equipment is designed to be moved readily from school to school and is in charge of a dentist. Dental work is free to children whose parents cannot afford to pay for treatment.

Peoria, Ill. The open window room at the Irving school is to be enlarged to provide opportunities for larger numbers of children in ill health. The class which was established in September, 1918, has been a marked success.

South Bend, Ind. An aggregate of 276% pounds has been gained by 52 children assigned to fresh air classes. The largest individual gain was 17% pounds and the average gain was 5% pounds. Only one lost weight.



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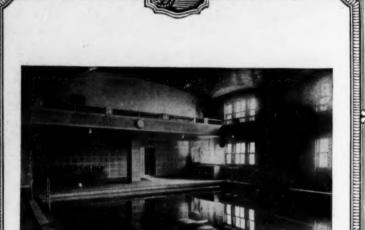
Y151—Feeding the School Child.

Y152—Practical Domestic Science in City and Country Schools.

Y21—General Catalog of Furnishing, Equipment and Supplies.

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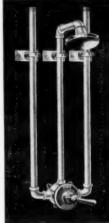
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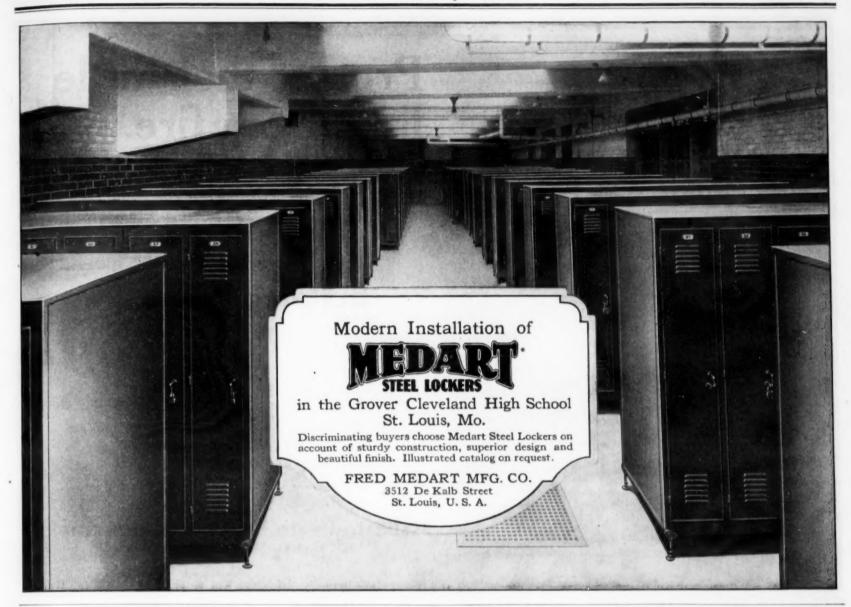
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#### PROVISIONS OF THE OHIO SCHOOL REVENUE BILL.

The essential provisions of the school revenue bill, as passed by the Ohio general assembly, are as follows:

as follows:

The levy for the State Common School fund is increased from .055 of a mill to 1.8 mills. The proceeds of this levy, estimated to amount to upwards of \$18,000,000, will be sufficient to carry approximately one-half of the aggregate of necessary expenditures for tuition of all school districts of the State. The State levy of .0025 of a mill for the payment of interest on the irreducible debt is abolished, as are also the various university levies aggregating .0925 of a mill. These interests must, therefore, depend upon being taken care of by appropriations from the gening taken care of by appropriations from the general revenues.

#### The County Levy.

A school fund for each civil county is provided for by a statutory levy of one mill. The total proceeds of this levy will amount to more than \$10,000,000 for the 88 counties of the State, a sum sufficient to carry approximately thirty per cent of their total tuition costs.

#### Local Levies.

Three different local levies are provided for. The first, a levy of three mills for general educational purposes, is within the interior limitations of the Smith law. This levy is subject to revision by budget commissions; but it cannot be reduced below two mills in the cases of districts affected by township levies, or 2.2 mills in the cases of

districts not so affected. The second one of the local levies permissible is a levy of one mill specifically for tuition purposes, which is not specifically for tuition purposes, which is not subject to reduction excepting as may be necessary to bring the aggregate of all levies, other than those of emergency character, within the limit of fifteen mills. In making such necessary reduction this millage would be affected proportionately to others falling between the ten and the fifteen mills limit. The third local levy may be laid only by vote of the people. It may be as high as three mills, and may be voted for a period not to exceed five years. It is not subject to any of the Smith law limitations. In cases period not to exceed five years. It is not subject to any of the Smith law limitations. In cases where the aggregate of all other levies excepting those occasioned by emergency situations, does not amount to fifteen mills, the special levy by popular vote may exceed three mills to the extent of the difference between the total of all other levies and fifteen mills. The maximum total of all local levies for schools, therefore, not taking into account this last possibility or the emergency conditions referred to above, is seven

#### Distribution of State and County Funds.

The State Common School fund, proceeds of the 1.8 mills State levy, is to be distributed to the counties on the basis of enumerated school youth, as at present.

youth, as at present.

The State Common School fund and the proceeds of the one mill county levy are to be distributed to school districts within the county on the basis of teachers employed and aggregate days of attendance. The distribution from the State fund on account of teachers is to be 25 per cent of the salaries of all teachers receiving not less than \$800 per year, the allotment per teacher not to exceed \$600 in any case; while from the county fund the distribution on account of teachers is to be 12½ per cent of the salaries, the maximum allotment per teacher being \$300. The remainder of both State and county funds is to be apportioned to districts within the county on be apportioned to districts within the county on the basis of the ratio of aggregate days of at-tendance in the district to the aggregate days of attendance for the entire county. A special additional distribution in aid of districts providing for transportation of pupils is legalized, the

amount in any case to be 37½ per cent of the personal service expense involved. Cities are included in all these distributions on the same basis as village and rural districts.

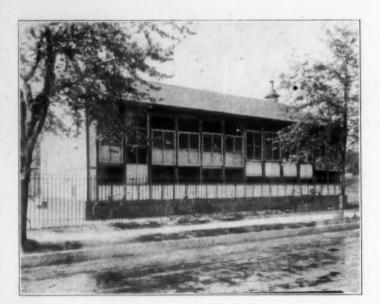
#### The Equalization Reserve.

The Equalization Reserve.

A reserve of \$500,000 is set aside from the State Common School fund for the purpose of extending special supplementary grants to such districts as may be found not to have available funds sufficient to maintain satisfactory educational advantages. Application for participation in this reserve fund must be made to the State superintendent of public instruction between the first Monday in September and the first day of October. The State superintendent will thereupon cause an examination of conditions in the applicant district to be made, by way of satisfying himself regarding not only the adequacy of its financial resources but also the wisdom and integrity with which the schools are administered. The law contemplates that this examination shall involve personal auditing of the accounts of the district by an agent of the State superintendent, and direct inspection of school conditions. If changes in administrative policy are found to be advisable, boards of education may be required by the State superintendent to make such changes as a condition precedent to participation in the equalization reserve. It is specifically required that the revenue resources of the district shall have been exhausted, including resort to the extra levy of three mills to be voted by the people, before participation in the reserve can be allowed. reserve can be allowed.

#### General Increase of School Funds.

Careful estimates on a relatively large number of situations indicate that the school revenue plan embodied in House Bill No. 615, will afford plan embodied in House Bill No. 615, will afford measurable if not complete relief to districts ordinarily prosperous, but at present in financial straits by reason of the extraordinarily heavy costs now prevailing, and to financially weak districts as well, whose embarrassment thruout years has been most extreme. The one big thing which the bill accomplishes, really of more importance than either of these just referred to, is the production of increased funds for schools thruout the State as a whole. This increase will Illustration below shows one of the school houses which we have erected and covered with Ambler Asbestos Shingles.



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amount to something like \$5,000,000 over the maximum which could be expected in the year 1920-21 under present laws. A reasonably proper increase in the salaries of teachers is thus made possible, which is the one thing most needed as a means of meeting the present crisis in the school structure. school situation.

BUILDING AND FINANCE.

The school board of Beloit, Wis., has asked for \$75,000 additional school money to make it possible to increase teachers' salaries, to provide for adequate maintenance of the schools, and to meet the increased cost of school supplies and

service.
Coronado, Calif., recently voted on a bond issue of \$125,000 for the erection of a high school. The high school is to form an important part of a new civic center planned for the city.
The Parent-Teachers' Association of Columbus, O., has disapproved the policy of the board of education under which it is proposed to erect small unit school buildings to which additions may be added as desired. It is the opinion of the association that the proceeds of the bond issue should be used for the erection of complete buildings, as originally contemplated, and that a new tax levy should be made when the funds have been used. have been used.

Commissioner Albert Wunderlich of the St. Paul public schools has asked the city commissioners to reduce their appropriations more than their proportionate share, in order that the en-forced curtailment of municipal expenditures may interfere in the least possible degree with the operation of the schools.

the operation of the schools.

Mr. Wunderlich, in a statement, shows that the schools are particularly embarrassed. They are at present \$86,000 short of the amount required to meet the teachers' payroll under the new salary ordinance and if the appropriations should be reduced, it is feared that the schools will be seriously crippled.

The state of New Hampshire, during March, expended \$282,886.61 as aid for the upkeep of schools in 168 towns which have qualified for such assistance under the new school law enacted by the legislature of 1919. The law provides that any district in which the money produced by a tax of \$5 on \$1,000 of the value of

the ratable estates is not sufficient to maintain its schools, shall receive the necessary balance from the state treasury thru the state board of education.

North Carolina spent \$50,000 on education in North Carolina spent \$50,000 on education in 1850 and \$7,000,000 last year, according to Commissioner P. P. Claxton of Washington. Increased expenditure has been indicative of the growth of educational work thruout the south. It is planned to spend \$9,000,000 in the state during the coming year.

Mayor Bentley of La Crosse, Wis., in an effort to save the school funds in the amount of \$30,000, has outlined a plan and introduced an ordinance providing for a new issue of five per cent inter-

has outlined a plan and introduced an ordinance providing for a new issue of five per cent interest bearing bonds in the amount of \$150,000 to be matured in from three to five years.

An effort is to be made toward securing bids on the proposed school building and the purchase of materials, after which another bond issue will be authorized.

The new plan has become necessary because of the inability of the school authorities to carry out their plans for the replacement of one of the school buildings by reason of changing conditions in labor and the shortage of materials.

A careful auditing of the books of the board of education at Bridgeport, Conn., was recently made with the result that the finances of the board have been found to be intact. The auditing which was made to disprove charges of negligence in the handling of funds, revealed a lack gence in the handling of funds, revealed a lack of orderly and businesslike methods as followed in the conduct of the business office.

The report points out that there is a thoro lack

The report points out that there is a thoro lack of orderly businesslike methods existing in the department and apparently no knowledge of the purpose the only book of account in use was meant to serve. No account is kept with the budget except on loose sheets of paper. An attempt has been made at keeping account for the expenditures of each school but this is done more on the "hit and miss" principle.

It is further shown that no detailed payroll showing amounts paid to teachers is kept. Instead a card is kept for each teacher covering a period of a year and in order to check a pay-roll it is necessary to list the amount for each particular payroll from each teacher's card. All

payrolls should show the names and amounts paid to each teacher. Also, there should be a record of absentees and substitutes employed in their stead

In checking substitutes, each substitute was found to be paid for three sessions in one day. A total of 47 teachers are employed in part-time

classes, each of whom teaches one session and is paid for a full day of two sessions.

In presenting the report of the auditors to the board of education, the assistant secretary pointed out that a good many of the criticisms were unfair and that a number of the faults enumerated had been eliminated. The secretary attempted to show that a regular balance book enumerated had been eliminated. The secretary attempted to show that a regular balance book is kept, that a card record of teachers is kept and that the method of paying substitutes has been materially changed. The auditors were charged with having overestimated in the accounts for the library fund and for teachers' relarios. salaries.

The cost of schoolhouse construction and repairing has increased 140 per cent since 1916, according to Mr. Joseph P. Lomasney, chairman of the Boston Schoolhouse Commission. The increase has made it necessary for the commission to ask the legislature for an increased tax rate.

The proposed additions will yield \$1,415,825 for new structures and \$730,268 for repairs.

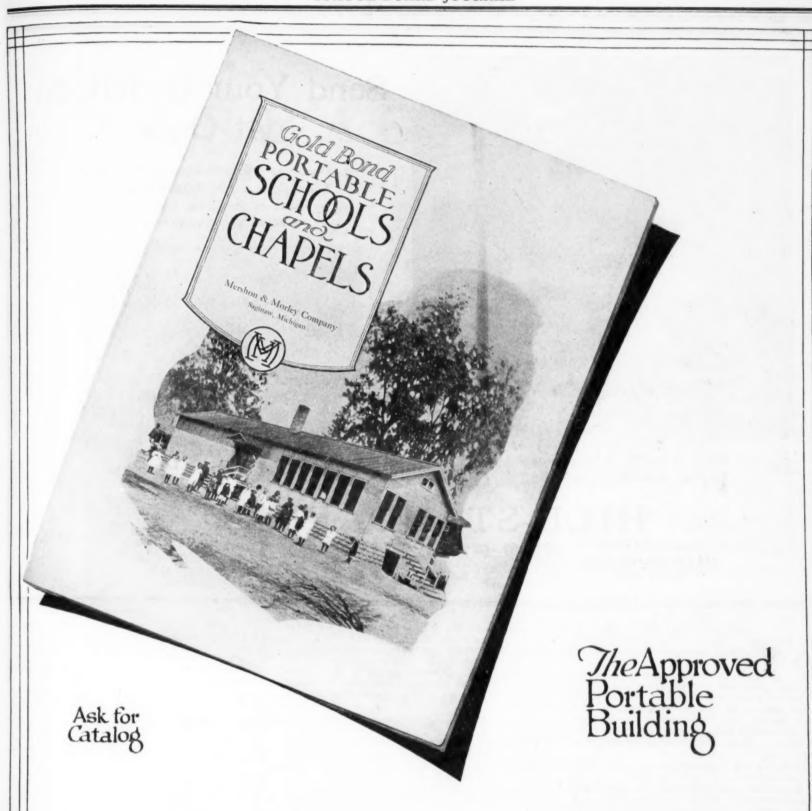
The new Franklin School, at Portsmouth, N. H., is in course of completion and will be occupied in September next. The building is located on a seven-acre tract of land which affords facilities for a playground for gardening and other ties for a playground, for gardening and other activities.

Milwaukee, Wis. The Common Council has asked that the board of school directors take the necessary steps for the erection of a new Girls' Trade School and an athletic field to be located on the site of the former House of Correction in the Eighth ward.

Newton, Kans. The board of education has Newton, Kans. The board of education asked the people for \$85,000 for the erection of a new school building. The new building is intended to more adequately care for the present enrollment and to meet the needs of the future.

enrollment and to meet the needs of the future.
The Tripp Independent School District, at
Tripp, S. D., has voted to erect a consolidated

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(Continued from Page 90)

school building. The building will be strictly modern in design and arrangement and will cost about \$80,000.

The department of public instruction of Indiana has completed the apportionment of the 1920 school fund of \$265,464.22, which is distributed among 147 school corporations. The largest amount was \$6,917 which was given to Tobin Township, and the smallest amount was \$8.38 given to Washington Township in Dearborn County.

More than 1,000 rural schools of Texas, which faced an enforced early closing, have been supplied with more than \$500,000 by the state board. The appropriations which averaged \$500, were given to keep the schools running the remainder of the term.

Lynn, Mass. The school board is considering a return to the slate and slate pencil to overcome the waste in copy paper by the pupils. It is estimated that the present cost of writing paper is about four times what it was a year ago.

Holdenville, Okla. Bonds in the amount of \$18,000 have been voted for equipping the new high school.

State Fire Marshal George Nettleton of Minnesota, in cooperation with the St. Paul department of education, has outlined a plan which will reduce fire hazards in old school buildings. It is planned to make rigid inspections and to eliminate fire hazards so far as possible by alterations or otherwise. A committee of experts has been appointed to make the inspections.

appointed to make the inspections.

The school board of Hampton, Va., has selected an architect in the person of Mr. Charles M. Robinson of Richmond. The new official will conduct a survey of the school plant and will make recommendations for overcoming the present congested condition. The survey is the preliminary step toward the formation of a definite building program for the grade and high schools.

County Supt. W. W. McLain of Jackson County, Mich., has compiled statistics showing that the cost for education is but \$8.55 per \$1,000 of valuation, or \$2.10 less than the average for fifteen towns in Michigan. The average cost of education in Michigan amounts to \$10.86 per \$1,000 of property valuation.

The highest cost of any city in the list is in Lansing, where the taxpayers pay \$20.35 per \$1,000. The lowest cost is in Grosse Isle, where the cost reaches \$3.25. This is explained by the fact that there is much property of wealthy suburban summer residents who make no use of the schools and yet reduce the average for the residents.

Increased revenues for the public schools of Indiana must be provided next year if the schools are to maintain the present standard, according to the state department of public instruction. Indiana is faced with a shortage of teachers because of the low salaries. Added to this, some sections have so little money that they are not able to keep the schools in session for the full term.

The taxpayers of Memphis, Tenn., will be asked to provide a million dollars more in 1920 in order to carry out the city administration's plan of giving salary increases to teachers and of broadening the work of the various city departments. It is estimated that the schools will require \$300,000 more than last year for maintenance.

A survey of rural school conditions has been made in Maury County, Tenn., under the direction of Mr. S. L. Smith. The surveying committee visited five different sections of the county and secured data on nearly twenty schools of the county. The survey is expected to produce valuable data in the direction of improving rural school conditions.

Winnetka, Ill., has begun a campaign to raise \$350,000 by popular subscription for the erection of a new school. The plan was resorted to because of restrictions on the taxing power of the board which would allow only \$124,000 for building purposes. The campaign is being conducted by a committee of one hundred, headed by Mr. C. W. Washburne, superintendent of schools.

Columbus, O. The present high cost of school building construction has made it necessary to revise the school building program adopted by the board. It is planned to reduce the number of elementary units from eight to seven and to provide additions which can later be made into complete structures.

The board has ordered that plans be prepared for seven building units to be erected on sites where relief is most necessary. The board rejected bids on a 22-room building when it became evident that the appropriation would be inadequate to cover the original program.

Statistics recently prepared by the rural school survey committee of Indiana, appointed by Supt. L. N. Hines, shows a wide difference in the amount of taxable property and tax levies made for school purposes in townships of certain counties in the state. The following table indicates conditions in a typical county:

Town-	Assessed	Tuition	Special	
ship.	Valuation.	Rate.	School.	Total.
A	\$4,440,860	\$0.12	\$0.09	\$0.21
В	6,003,190	.03	.04	.07
C	2,328,220	.20	.08	.28
D	2,165,315	.14	.09	.23
E	2,835,350	.07	.15	.22
F	1,436,330	.36	.27	.63
G	1,977,865	.26	.33	.59
Н	6,123,510	.05	.20	.25
I	991,330	.05	.05	.10
J	2,965,135	.121/2	.121/2	.25
K	3,344,190	.28	.31	.59
L	1,838,780	.23	.20	.43
M	1,908,570	.17	.19	.36

It is interesting to note the great difference between the taxable property of Township H and Township I, together with the school levies. The amount to be derived from the levies in Township H will amount to \$15,308.77, while in Township I it will amount to \$991.33. The former maintains eight schools and the latter four.

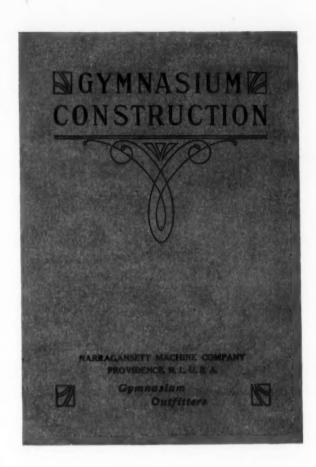
The length of the rural school term in the county last year ranged from 130 to 170 days.

Cities in the county maintain an average tuition rate of 55 cents and a special school rate of 28 cents; while the incorporated towns maintain an average rate of 51 cents and a special school rate of 44 cents.

Messrs. Van Leyen & Schilling, Architects, have recently associated with them Mr. Henry J. Keough and Robert A. Reynolds, Engineers, under the firm name of Van Leyen, Schilling, Keough and Reynolds. The new arrangement has been made for the purpose of making possi-

(Continued on Page 94)

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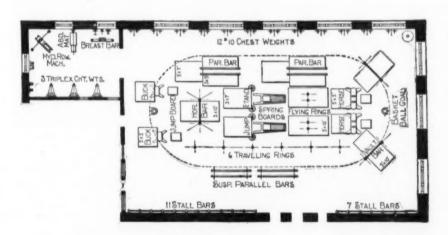
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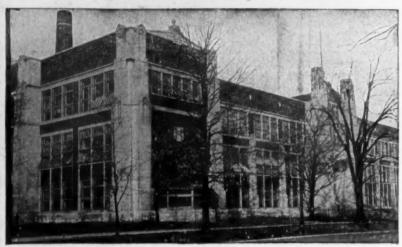
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I was determined in selecting windows for this building to get a type that would prove both water tight and wind proof as far as possible, besides having other qualifications that go with metal frames and metal sash, and in addition, a window that can be easily cleaned from the inside.

I am very glad to state that neither is the roll in the same content.

rames and metal sans, and in addition, a window that can be easily cleaned from the inside.

I am very glad to state that neither in the preliminary test nor at any time during the use of the building since completion have we found the windows deficient in any respect as to either leakage of water or of wind. In fact they have proven more satisfactory than I even expected. I think that the weather stripping which you use accomplishes its purpose in good shape.

I have no hesitation in saying that in case we are in a position to want metal frames or sash again that I would not hesitate to use your product.

Yours truly, A. L. PILLSBURY

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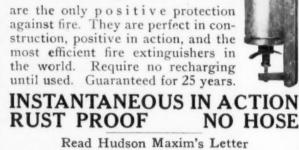
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## Blaze Extinguishers



I have carefully examined the Blaze Extinguisher, and it is my opinion that it is the best fire extinguisher yet made for the purpose for which it is intended. It has the very great advantage that it is always instantly operable, its operableness being absolutely unaffected by time. It requires no re-charging until used.

Not the least advantageous feature of the extinguisher is the harmlessness of the liquid employed, it having no injurious effect on anything that it may strike when putting out a fire.

I can see no defects in the device. I congratulate you upon the device, and wish you the greatest possible success, which you deserve.

Faithfully yours.

(Hudson Maxim is Chairman of the United States BY

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ble complete service in architecture, engineering and building supervision. The firm has removed its offices to 566 Cass Avenue, Detroit, Mich.

State Supt. S. A. Baker of Missouri, in a recent report of his department, shows that the salaries

report of his department, shows that the salaries paid school teachers have increased within the last year about twelve per cent. Two years ago the average salary paid teachers was about \$55 a month, while the average for 1919 and 1920 has reached \$74 per month for a term of eight months. A minimum of \$75 a month for teachers in elementary schools and \$100 for high school teachers, has been recommended by Supt. Baker. New Britain, Conn. A special committee of the board has recently submitted a report on the recommendations of the superintendent. The report calls for the adoption of a building program to cover the needs of the school plant for the next three years, the adoption of the six three-three plan, adoption of a salary schedule providing for increases of \$300 in salary, establishment of a teachers' council, and a continuance of the committee of seven to study the living conditions of teachers. ditions of teachers.

Newport, Ky. The school board has adopted a budget of \$104,999 for the next year. The amount includes the proposed bonus for the balance of the year, the tax levy of 65 cents and the levy of five cents for the sinking fund.

Indianapolis, Ind. The board of education has recently let contracts for schoolhouse construction totaling more than \$1,000,000 in cost. A recent bond issue amounting to \$3,000,000 has been

cent bond issue amounting to \$3,000,000 has been sold and the money will be used for the construction of schoolhouses as rapidly as plans can be made and contracts awarded.

President Prall of the New York board of education has asked the State Commissioner of Education to lift the ban on the school survey to facilitate the board's investigation into the causes of the teacher shortage. Mr. Prall has suggested the advisability of having the district suggested the advisability of having the district superintendents and principals testify at the in-quiry, and to get from the auditor accurate esti-mates of the cost of various salary proposals. The representatives of the different teachers' associations will also be asked to submit their recommendations to the board.

SCHOOLS IN RED RUSSIA.

A glimpse at educational conditions in Russia is given by Richard H. Little, a correspondent of the Chicago Tribune, who recently spent some months in the new soviet republic. The United States is "red" in the eyes of the teachers whom Mr. Little interviewed. He writes from Helsing-

"I know the bolsheviki lay great stress on education because I have been billeted in at least a half dozen of their kindergartens. The schools were well equipped with all the paraphernalia I have seen in American kindergartens. The grade schools and high schools were also zealously kept up, and the pupils were not only carefully instructed, but given meals at noon and night. The free meal feature made education quite attractive in a famine stricken country, and the truant officers never had to lug runaways back to school.

"The school teachers said they followed their usual course of instruction, except no references to the Delty were permitted, and much time was spent on sovietism and internationalism, and a proper appreciation of the unselfish labors of Messrs. Lenine and Trotsky to reform a cold and suspicious world.

"Maps showed the unprecedented growth of soviet government. The teachers said they had to teach as they were told, and it was a great surprise to them to know that the United States was undergoing a revolution and would soon be-come soviet. I told her that it was no wonder she was surprised, for it was a surprise even to me. But there it was on the map, so it must have

"The teachers had rather a hard time of it. They were teachers under the old regime and had been compelled to continue their employment because, while the soviet possessed a large number of accomplished bomb throwers and exnumber of accomplished bomb throwers and expert firing squad artists, they lacked trained public school teachers. So, while the teachers were openly denounced as burgeoise, they were made to keep on teaching. They were paid rather fancy salaries, most of the teachers in Gatchina, for instance, receiving 10,000 rubles a month. The normal value of the ruble being 50 cents in our money, it will be easy to see that the instructors

vere paid the quite handsome sum of \$5,000 every four weeks. As a pound of bread costs 500 rubles, however, it was impossible to save much

rubles, however, it was impossible to save much money for a rainy day.

"While the children were fed at school, they were carefully frisked before they went home to see they didn't carry any food with them. The bolsheviki are intent on saving the rising generation and training it in the way it should go. The bolsheviki are quite set on eliminating the upper and middle classes and preserving only the preletariat, but under their theory, even an aristocratic or a bourgeoise child can be saved if cratic or a bourgeoise child can be saved if caught young enough."

#### NEWS OF SCHOOL OFFICIALS.

Mrs. Anna L. Lingelbach has been appointed a member of the board of education at Philadelphia, Pa. Mrs. Lingelbach who succeeds Edwin Wolf, is a former teacher and student of educa-tion and is the mother of three children, all students in the high schools of Philadelphia.

Mr. William Hauenstein has been re-elected a member of the school board of Egg Harbor Township, Farmington, N. J., for the twenty-seventh term. Mr. Hauenstein has been secretary of the board for eighteen years.

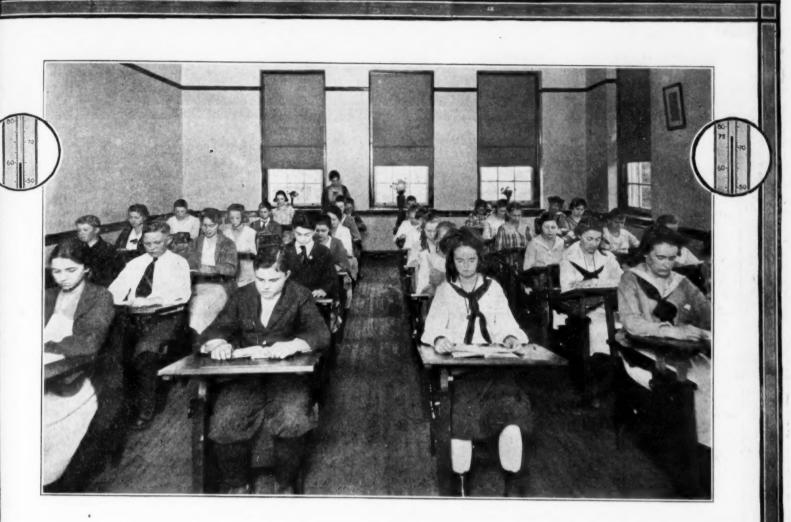
Mrs. Bert McKee and Mrs. Ernest Olmsted are

the two new members of the board of education at Des Moines, Ia. The board has reorganized

at Des Moines, in.
with seven members.
Wheeling, W. Va. Dr. Robert J. Reed has resigned after eighteen years of service on the

board.
Mr. E. L. McLemore has been elected president of the board at Knoxville, Tenn., succeeding Mrs. C. A. Perkins, who has resigned. Mr. McLemore has been a member of the board since

Governor Runyon of New Jersey recently issued a statement calling the attention of the public and the local boards of school estimate to the gravity of the teachers' salary situation. He points to the alarming scarcity of teachers due to the low salaries paid, and shows that unless some action is taken toward increased salaries. the schools will face the immediate prospect of



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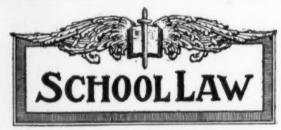
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#### RECENT SCHOOL LAWS.

The Massachusetts House, after a lengthy discussion, has defeated a bill to raise from 14 to 16 years the age limit at which children may leave school. The bill was opposed because of its possible disadvantages to industry and to the average working-class family during the present abnormal times.

The Kentucky Senate has adopted the Yazell Fourth Class City school bill previously adopted by the House, and the measure has gone to the governor for signature.

The bill which is the most far-reaching educational measure adopted in Kentucky in many years, provides for uniformity in all fourth class city school systems, something which has long been desired.

The law brings about many changes in the present system, chief of which is the manner of electing the members of the board of education. The number of members is to be reduced from twelve to six and all of the members are to be elected by the city at large instead of by wards.

The bill also provides that the City Superintendent shall be elected for a term of one year but after the first trial year, the Superintendent may be elected for a term of either two or four years. Under the measure, the Superintendent "shall have general supervision, subject to the control of the board, of the course of instruction, discipling and conduct of the schools, textbooks discipline and conduct of the schools, textbooks and studies and all appointments, promotions, dismissals and transfers of teachers and truant officers and the change of textbooks and apparatus shall be made only upon the recommendation of the Superintendent and the approval of the board." This is practically the same provision governing the superintendent as is pro-

vided in the new county school law.

Another great added feature of the bill is the fact that suburban territory can be included in the city school system upon agreement. It prothe city school system upon agreement. It provides that if a majority of the male voters of a suburban territory sign a petition to the city Board of Education and the County Board of Education, that territory can be taken in as city school territory when the City Board will accept them and the County Board dismiss them. When a suburb is taken into the city for school purposes that territory is subject to city school taxation but not for city taxation for any other purpose.

The one feature of the bill which was fought somewhat in the Senate was the taxation clause which provides that the maximum rate of taxation for school purposes be increased

from 50 cents to \$1.60.

The bill of Senator Morris of Kentucky, providing for an educational survey of the state and appropriating \$10,000 for the purpose, has passed the House. The survey is to be made by a commission of five experts to be named by the governor.

The Kentucky Senate has followed the action The Kentucky Senate has followed the action of the House in defeating the Moonlight School Bill. The bill provided for an appropriation of \$75,000 to pay the expenses of a state department of adult education to carry on the work which has been done by Mrs. Cora Wilson Stewart and the illiteracy commission. The bill was opposed on the ground that the attempt was useless as proven by past efforts. The indifference of aged illiterates prevents them from taking advantage of the opportunity to learn and the results do not justify the expense.

State Supt. J. E. Swearingen of South Carolina.

State Supt. J. E. Swearingen of South Carolina, in a recent report, announces for early publica-tion, a pamphlet containing state-wide acts relat-ing to education. The pamphlet is based upon a careful study of the school laws and includes the following:

The act providing a minimum high school salary of \$100 per month in districts where trustees agree to accept this schedule.

The act to relieve the overcrowding in the elementary grades of high schools and to provide

prescribes a minimum enrollment of 25 pupils per teacher with a minimum salary or \$90 per month for those holding a first grade license.

month for those holding a first grade license.

The equalizing law guaranteeing adequate salaries and a seven months' term for rural districts voting an eight mill tax. Under this act the principal of a one teacher or two teacher school may be paid a salary of \$100 per month, the principal of a three teacher school \$110 per month, the principal of a four teacher school \$120 per month and the principal of a school employing five or more teachers \$130 per month. An assistant holding a first grade license will be paid \$90 per month. Since the constitution of the state prescribes that trustees must employ teachers and fix their salaries, the acceptance of this wage schedule is contingent upon the cothis wage schedule is contingent upon the co-operation and approval of local boards.

The act to encourage the construction of adequate school buildings and to provide state aid.

The amendment to Section 1742 of the code raising the maximum local tax allowable for cur-

rent expenses from eight mills to fifteen mills. Every board of trustees is urged to consider the advisability of increasing its local district tax in order to raise additional school funds. The money will be used chiefly to increase teachers' salaries. Since the high school law allows a local high school levy of four mills, any approved high school district may vote the maximum of 19 mills for current support.

for current support.

The act regulating the membership of county boards of education by increasing the term of the appointive members to four years.

The act establishing a state board for the examination and certification of teachers. Unfortunately, no appropriation was provided for this new work. The governor was unanimously requested to secure from the budget commission, thru the state contingent fund, the sum that might be needed to inaugurate this fundamental might be needed to inaugurate this fundamental improvement. A uniform, liberal, professional system of certification based on scholarship, personality and successful service, is one of the pressing needs of the schools today. The oversight of the lawmakers in falling to include in the appropriation bill an item for this new board can, it is hoped, be corrected by the governor and the budget commission.

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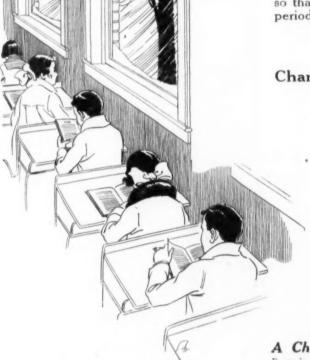
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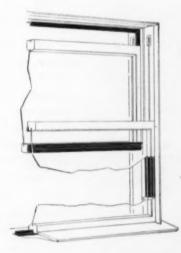
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Parts in black are Chamberlin Metal Weather Strips. From this illustration you can plainly see how the installation of Chamberlin Weather Strips prevents the escape of heat—and how Chamberlin Weather Strips exclude cold draughts, dirt, dust, dampness—and even noises.

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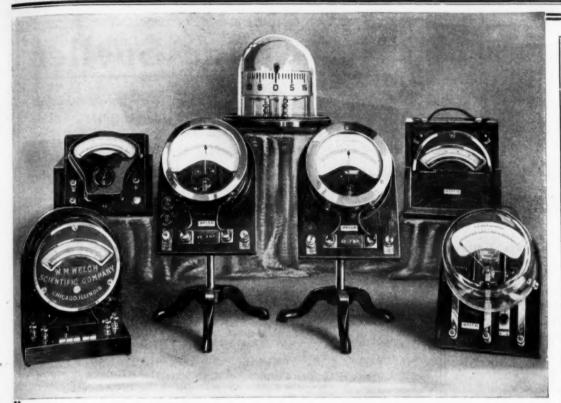
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### ADMINISTRATION NOTES

Mr. J. E. Ricketson has been appointed superintendent of the Swainsboro Public Schools at Swainsboro, Ga., for next year, at a salary increase from \$2,400 to \$3,000.

The school board section of the Inland Empire Teachers' Association held two very interesting sessions March 31st and April 1st, at Spokane, Wash. The sessions furnished abundant opportunity to the lay members of school boards to obtain the opinions of experts in education, especially city superintendents of schools, presidents of normal schools, and heads of universities and colleges.

An outstanding feature of the meetings was the problem of teachers' salaries, what they should be, and how the money should be raised to pay them. After full discussion and exchange of views and comparison of notes, it was agreed to recommend to all gabool beards the following to recommend to all school boards the following minimum salaries for all inexperienced teachers:

Persons with two years of professional training, \$1,200; persons with three years of training, \$1,300, and those with four years of training. \$1,400. To this will be added a substantial increase from year to year, based on experience, for a reasonable period, depending upon the growth and professional achievement of the teacher.

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was agreed that the gross inequalities in educational opportunities which prevail in differerent parts of the state may be remedied by a larger general state tax, supplemented by smaller

It was the unanimous opinion of the members that the perpetuity of American institutions and ideals of government may be assured only by the employment of forward-looking men and women as teachers, those with broad vision and sound judgment who think right and straight on matters of government. Salaries must be measurably increased to attract such men and women to the

The Modern Language Association of America has withdrawn its sanction of the simplified spelling forms recommended by the simplified spelling board and has ordered that its publications return to the old styles of spelling in common use in the United States. In the debate preced-

ing the action of the society it was brought out that there is general opposition to the movement and that the new forms are so radical that they appear eccentric and, therefore, unacceptable. The association recognized that, like Scotus it cannot compel the king—in this case the great American people, to accept a language form which it does

Supt. H. E. Waits of Ludington, Mich., has been asked to prepare a schedule of salaries which will be satisfactory to the teachers and fair to the city. The minimum salary will be \$1,000 and higher salaries for exceptional teachers and principals. A minimum of \$1,500 is ers and principals. A minimum of \$1,500 proposed for high school instructors.

proposed for high school instructors.

Kent, O. The teachers recently received the third increase in salary since June, 1918. Grade teachers now receive from \$900 to \$1,200; high school teachers from \$1,100 to \$1,500; principals \$1,800, and superintendent of schools, \$3,000.

The school board of Van Wert, O., has increased the salaries of the teachers, superintendent and principals. All the teachers have been given increases of twenty per cent.

Appleton, Wis. Flat increases of \$100 a year

have been given the teachers.

McAllen, Tex. The board has adopted plans for a teachers' clubhouse to cost \$20,000. The building will accommodate 32 teachers who will

be offered board and room at the cost of board.
Legislation giving the individual teacher of
Connecticut a better salary and more stable tenure are among the matters which were taken up recently by the 73rd meeting of the Connecti-cut Teachers' Association at Hartford. The special committee appointed to study the teach-er's position, has intimated that it will not ad-vocate a teachers' union. The great increases in the cost of living make it necessary that teachers receive more money and the committee will use the existing organization to work toward that end. The main objective of the campaign, as stated by the circular of the committee, is as follows

 Secure increased salaries for teachers.
 Secure a more stable tenure.
 Secure such modifications in the present teachers' retirement system as may be necessary. and advisable

4. Secure a larger appropriation for support of public schools from state funds.

5. Assure the appropriation of such sum as may be necessary to reimburse the towns and cities for money paid for teachers' salaries as provided in the public laws of Connecticut in 1919, for the years 1920 and 1921.

The committee is composed of nine members, and includes Mr. Stanley H. Holmes, president of the association, who prepared the outline of the report of the committee.

Philadelphia. The Board of Education is considering the establishment of five junior high schools as a means of gradually putting the en-

sidering the establishment of five junior high schools as a means of gradually putting the entire school system on the six-three-three plan of organization. One junior high school is already organized and has been in operation during the past two years. It is believed that the new type of schools will greatly relieve the congestion in the elementary and high schools and will serve to bridge the way between the grammar and high schools.

Cincinnati, O. Upon the recommendation of

Cincinnati, O. Upon the recommendation of Supt. R. J. Condon, the board has approved a schedule of salaries for teachers in the high and elementary schools. Under the schedule, the minimum salary for elementary teachers has been raised from \$600 to \$1,000 and the maximum from \$1,600 to \$2,000. The maximum for high school teachers has been raised from \$2,500 to \$2,800. The maximum salary for directors of departments has been fixed at \$3,600.

Highland Park, Mich. Upon the recommendation of Supt. T. J. Knapp, the board of education has adopted a policy that all extra money available for teachers' salaries be applied to the next year's salaries of the present staff and that promotions, as far as possible, be based on individual merit.

Westbury, N. Y. The problem of living costs for the fourteen teachers has been solved with the establishment of a cooperative dormitory. A large residence near the school has been rented and furnished as a dormitory for the teachers. The plan became a reality when citizens organized an association for holding real estate and about 2,500 persons subscribed from \$1 to \$5 until enough was obtained to buy the property.



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The act relating to the examination of teachers with reference to tuberculosis.

The act relating to the physical welfare of pupils and authorizing medical and dental in-

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pupils and authorizing medical and dental inspection upon certain conditions.

The act increasing the district dog tax to \$1.25 per head. This law affects the schools only in so far as the proceeds go to the school fund of the district in which the tax is collected.

The act purporting to authorize the collection in each county of the three mill constitutional school tax. Thru some misapprehension many have fallen into error in thinking that the legislature increased school revenues by imposing an extra three mill tax in every county for schools. Such is not the case. The constitutional three mill tax has been regularly collected every year since 1895, and will continue so to be collected since 1895, and will continue so to be collected until the constitution is altered.

The section of the appropriation bill relating to the public schools and the 16 items of this

section. The the sums allowed fall below the estimates of the state superintendent by \$100,000, yet they are considerably larger than ever before given for public schools.

for public schools,

The Kansas Supreme court has rendered a decision to the effect that the law providing for the recall of public officials by referendum is faulty and cannot be applied until the state has passed subsequent legislation designating which official is empowered to call a recall election. The decision was made in a case in Reno County in which an attempt was made to call an election to determine upon the recall of the county commissioner. missioner.

The Supreme Court of Kansas has rendered a The Supreme Court of Kansas has rendered a decision in which it refuses to enjoin the board of education of Topeka from proceeding with the building of an industrial training school. Suit was brought in January, 1919, by J. W. Wright and others to enjoin the board from awarding a contract for the construction of an industrial training school.

In making its decision, the court held that the

In making its decision, the court held that the board had a right to award the contract and to erect the building so long as it did not exceed in expenditures the actual cash in its possession for the purpose.

The attorney general of Ohio on March 12th rendered decisions on two matters of educational interest. The first which deals with textbooks, holds that book publishers may not change prices named in their five-year contracts with the state book commission.

The second ruling concerns the dismissal of achers. The attorney general holds that failure to re-employ a teacher who has taught for twenty years, must be deemed a retirement of the teacher and requires that a pension follow.

In dismissing a teacher, the charges must be reduced to writing and filed with the board of education. In dismissing for improper conduct, the board has authority to decide what kind of conduct is improper.

If a teacher is dismissed for a frivolous cause, the teacher may bring suit.

A city school board has the sole power to or-der vaccination, and unless the rule is passed by the school board, it is ineffective, according to a recent decision of Assistant Attorney General B. W. Bryant of Texas.

In explanation of its decision, the attorney

general said: "Whenever these boards and of-ficers are vested with discretion and judgment, to be exercised in behalf of the public, the board of officers must exercise it in person, and cannot, unless expressly or impliedly authorized to do so, delegate it to others."

### SCHOOL LAW.

### School Lands and Funds.

The North Carolina Constitution, Article 9, ¶¶ 2, 3, requiring county to establish and maintain public schools for six months' period, is mandatory.—Board of Education of Alamance County v. Board of Com'rs of Alamance County, 100 S. E. 698, N. C.

Where greatly county school tax levy of 35

Where special county school tax levy of 35 cents on \$100 of valuation is insufficient for payment of salaries of the teachers of the public schools of the county for the six months' period of school required by North Carolina Constitution, article 9, ¶ 3, county is entitled, under Pub. Laws 1919, c. 102, ¶ 6 to receive from the state public school fund an apportionment sufficient to supply the deficiency.—Board of Education of

Alamance County v. Board of Com'rs of Alamance County, 100 S. E. 698, N. C.

Where a duly appointed school district tax col-Where a duly appointed school district tax collector failed to qualify by giving bond required by Education Law, ¶ 252, and was without authority to collect a tax, and liable in conversion for seizing and selling personal property of one who refused to pay his school tax, the fact that owner, after the sale under the tax warrant pursuant to notice duly posted, delivered some of property to purchaser would not preclude his action against the collector for a conversion.—Gray v. Hardenbergh, 178 N. Y. S. 346, N. Y. Co. Ct.

### Teachers.

One given an "assistant teacher's license to act as a critic teacher" in February, 1899, is simply a critic teacher and not an assistant or regular teacher.—Sullivan v. Board of Education of City of New York, 125 N. E. 99, 227 N. Y. 240, N. Y.

Idaho Laws 1911, c. 159, ¶ 58, subd. (a), as amended by Laws 1913, c. 115, ¶ 9 forbidding contract to employ teacher to be signed until teacher exhibits certificate to the board, was to guard against employment of teachers not holding certificates.—School Dist. No. 15 in Fremont Country, Wood 185, Ph. 200, Market v. Wood, 185 P. 300, Idaho.

Under California Constitution, Article 11, ¶ 8 providing that charters adopted by cities shall be subject to the general laws, a city cannot by charter provision change the rule prescribed by Pol. Code, ¶ 1617, relating to the duties of trustees and board of education, and declaring that teachers may be elected on or after June 1st for each ensuing year, and each teacher so elected each ensuing year, and each teacher so elected shall be deemed re-elected, unless the governing body of the school district shall, on or before June 10th, give notice in writing that the services of such teacher will be no longer required; hence the principal of a high school, who was notified in accordance with statute, is not re-elected for the ensuing year, because notice was not given two months before end of the fiscal year, as required by the charter of the city, which year, as required by the charter of the city which embraced the same territory as the high school district.—Vallejo High School Dist. of Solano County v. White, 185 P. 302, Cal. App.

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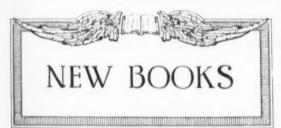
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The points made for the Fourth and Sixth Readers of this series, noticed in a recent issue of the Journal, apply with equal force to the Fifth Reader.

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Modern Junior Mathematics.

By Marie Gugle. Cloth, 222 pages. Price, 80 cents. The Gregg Publishing Co., New York, Chicago, Boston, San Francisco.

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Liberty the Giant Killer.

By Salsbury and Allen. Cloth, 96 pages. Illustrated. Published by Institute for Public Service, 51 Chambers Street, New York City.

Early in the morning of November 11, 1918, the moon saw something strange in a New Jersey town. The many small moving objects proved to be men and women, everything that could make a noise was making a noise, and when a ray of light from a tall tower rested on the American flag, the moon knew what had happened. After a while the moon told the sun, then the sun told everybody, so little Jackie learned that The War Was Over. Jackie and his mother went into New York

City, bought some flags, watched the glad crowds, and Jackie's mother had a bright idea. How deadly monotonous the world would be if some men and women did not now and then have

This particular bright idea was bright ideas. that she and her family would form a story club. Each member should tell a story about one of Each member should tell a story about one of the allied countries and a hero who had served in that country and helped win the war. Jackie was to be secretary and business manager. Fac-similes of 9-year-old Jackie's invitations are given. America was to be left for Jackie's father when he should return from over-seas. These members told very good stories. We may read of Belgium, that know no fear of Italy

These members told very good stories. We may read of Belgium, that knew no fear, of Italy, the roof of the world, of France who said, "They shall not pass", of England whose troops fought with their backs to the wall, of America who finally, just in the nick of time, helped the allies to win.

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The Merrill Readers. By Franklin B. Dyer and Mary J. Brady. Illustrations by John Rae. Charles E. Merrill Company, New York and

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Americanism versus Bolshevism.

By Ole Hanson. Cloth, 300 pages. Doubleday, Page & Co., Garden City, New York.

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suppression of anarchistic operations in that city. He describes the destructive purposes of the Industrial Workers of the World, the labor situation thruout the Northwest and the causes of Bolshevism in Europe. He contrasts, in an illuminating manner, Bolshevism with Americanism. The story of the outbreak in Seattle is graphically told.

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(Continued on Page 107)

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The Three Essentials. By N. J. Lennes, professor of mathematics, University of Montana, and Frances Jenkins, professor of elementary education, University of Cincinnati. Edited by William F. Russell, State University of Iowa. Book II, cloth, 294 pages; Book III, cloth, 340 pages. Published by J. B. Lippincott Co., Philadelphia,

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Volume three deals with fundamental operations and mensurations but mainly with business arithmetic. Every essential phase of commercial transaction is treated in a manner to excite the interest of the pupil and to hold that interest to the end of the lesson.

The illustrations have been happily chosen. Book two carries the pupil to the kitchen, the pantry, the sewing room, grocery, orchard, playground, etc. Locomotives, automobiles, ships, soldlering, camping, farming, come under the touch of the illustrator whose work enhances the text and stimulates the imagination.

Volume one was published some months ago,

Volume one was published some months ago, thus the present volumes complete the series. The authors have unquestionably made a real contribution to the study of arithmetic.

A Central American Journey.
By Roger W. Babson. Cloth, 220 pages, illustrated. World Book Co., Yonkers, N. Y.
This book is a geographical reader dealing with an entirely new field. It is a child's book based on the difficulties, conditions and rewards of export trade in Central America.

The preparation of the work had its inception in the tour of an American businessman and his little family thru the scenes of the country described in the book. The material is in the form of a story telling about the customs, habits, life and scenery of the country and describing life and scenery of the country and describing the opportunities to be found in export trade with the people.

While the book does not offer any particular business creed or establish a business theory, it does offer the ground work for the general information of the average student in a manner

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The book is well printed and illustrated and is written in a style that is calculated to hold the interest of the reader thruout.

Pitman's Shorthand Rapid Course.
By Isaac Pitman, Cloth, 202 pages, Price, \$1.
Isaac Pitman & Sons, New York, N. Y.
This shorthand manual represents a series of lessons in Isaac Pitman shorthand along brief but intensive lines, and is intended to assist the student in gaining a rapid knowledge of the system. The principles are introduced in a new way and with certain groupings never previously adopted.

adopted.

The first section of the book is devoted to explanatory matter and the last part to essential exercises illustrating the working out of the same. There is a generous collection of material in the way of additional reading and exercises such as the writing of common phrases, contractions, grammalogs, and the names of cities and states in the United States.

PUBLICATIONS.

PUBLICATIONS.

The Teachers' Salaries and Fixation Thereof by School Authorities. By Frank Gilbert, Deputy Commissioner of Education of New York State, Albany, N. Y. An address delivered before the associated academic principals of New York at Syracuse. It discusses the problem of maintaining the school system and of retaining the present teaching staffs in order that the educational ent teaching staffs in order that the educational facilities of the schools may not be lowered or barred to those who come seeking the privileges citizenship.

Class Extension Work in the Universities and Colleges of the United States. Bulletin No. 62, 1919. By Arthur J. Klein, executive secretary of the National University Extension Association. Bureau of Education, Washington, D. C. The pamphlet takes up four kinds of extension classes, namely, short-course classes, ordinary classes, lecture, group or club study classes. It discusses the number of class centers, the sub-jects taught, conditions of admission, educational training of students, sex distribution, fees for class extension work, prevention of conflicts, institutional administration, field organization and qualifications of instructors.

The Present Status of the Michigan Teachers' Retirement Fund. E. C. Warriner, member of the retirement fund board, Central Michigan Northe retirement fund board, Central Michigan Normal School, Lansing, Mich. The pamphlet discusses some of the perplexing questions which have come before the retirement fund board since it began the administration of the law in January, 1917. It also points out how the Michigan law may be improved by amendment in the direction of administration of expenses, provisions for retirement, state contributions, and the computation of contributions.

A War Catechism on The Great World War. Revised Edition. W. W. Earnest, Supt., Champaign, Ill. Price, paper, twenty cents. A form of catechism on the main facts necessary to an understanding of the war, suitable for the use of teachers and students in the upper grades and the high school.

How Much Does Higher Education Cost? By Edwin B. Stevens, executive secretary, University of Washington, Seattle. Circular No. 17, Aug. of Washington, Seattle. Circular No. 14, Aug. 1919, U. S. Bureau of Education, Washington, D. C. The study outlined in this paper began with a local investigation of conditions at the University of Washington in preparation for the survey which had been ordered in 1915. The survey which was conducted by the Bureau of Education, involved the university, the state college and the three normal schools. Having been lege and the three normal schools. Having been adopted by the Joint Board of Higher Curricula, the census enrollment, the student clock hour, the classification of expenditures, the distribution of overhead costs, and the computation of student clock hour and curriculum costs have become a part of the regular accounting procedure of the five higher institutions in the state.

Community Music. By Paul J. Weaver. Vol. III, No. 5, University of North Carolina Leaflets. Issued by the University Extension Bureau, Chapel Hill, N. C. In order that the field of community music may be developed in the state,

the university has formed a department of music in which community music is featured. The present pamphlet which is issued for the purpose of assisting in this important movement, discusses lines of development, resources of the community, and contributions of the university in the way of advice and help of the newly formed department.

### TEACHERS AND ADMINISTRATION.

A bill designed to give salary increases to school teachers of the state of New York has been introduced in the legislature by Senator Charles C. Lockwood and Assemblyman Charles D. Donohue. The bill is intended to provide an appropriation of \$25,000,000 for the state. It an appropriation of \$25,000,000 for the state. It marks a new epoch in educational policy by providing that the state pay one-half of the salaries of the members of the teaching and supervising staffs. The supporters of the bill predict that ultimately the state will pay one-half of the entire educational budget of each school district.

The bill gives all employees of boards of education well-deserved and highly desirable salary increases, as follows:

increases, as follows:

Forty per cent on salaries less than \$2,260; thirty per cent on salaries not in excess of \$4,000; and twenty per cent on salaries in excess of \$4,000.

A threatened strike of the school teachers of A threatened strike of the school teachers of Lawton, Okla., was averted recently with the decision of the board to grant the requested increases of 25 per cent. In a study of the conditions which led up to the controversy, figures compiled by the faculty of the Durant Normal School show that it has been impossible for the teachers to live upon the salaries being paid. Actual expenses figured conservatively, are cited to show that the cost of necessary clothing, room and board, exceeded by several hundred dollars the amount of the salary total. This does not include the three months of the year for which include the three months of the year for which the teachers are not paid.

The average salary of a school teacher in the state of Oklahoma is \$630.64, while the average living expense, according to the standards expected of teachers, is \$1,297 for women and

slightly less for men.



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and every member is deeply imbued with the full meaning of this pledge. Indeed, so high are the standards demanded by the Association that no manufacturer or jobber who is not fully in tune with the lofty aims set out in our by laws can either secure or retain membership.

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\* In future articles we will tell how we are putting an end to unethical practices in selling; how this Association, thru its resident manager and advisory council, proposes to act as a

200

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brought to us by members of School Boards, School principals, teachers or parents; how we will serve seller and buyer impartially in the interest of the school children of America.

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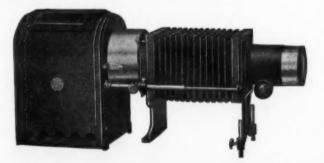
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# MICHIGAN SCHOOL BOARDS MEET

The forty-seventh annual meeting of the Association of Michigan School Superintendents and School Board Members was held March 29th and 30th, 1920, at Ann Arbor.

After preliminary remarks by the president, Mr. R. E. Barber of Highland Park, Supt. Frank Cody of Detroit gave an address entitled "Publicity in School Affairs, Why and How." Mr. Cody declared that the people who own the schools are entitled to the whole truth about them. Publicity in regard to budget necessities is especially beloful. A superintendent he said can well afhelpful. A superintendent, he said, can well afford to spend three-fourths of his time with the public telling them about their schools. To get results the superintendent must know the people with whom he is working.

Supt. E. O. Marsh of Jackson, then gave an address on "Budgets and Taxation." He argued for Supt. E. O. Marsh of Jackson, then gave an address on "Budgets and Taxation." He argued for a scientifically constructed budget and deplored the variety in classification found in budget forms in use in various states and cities, making comparisons difficult or impossible. Budgets should be determined by school boards subject only to reasonable legal restrictions, for those who make the budget determine the policy. The who make the budget determine the policy. The state should adopt a uniform report form such as the one recommended by various national or-ganizations. The United States department of education should secure data for its reports from the state officials.

Supt. F. W. Arbury of West Saginaw, gave an address on "Purchasing and Caring for Textbooks, Furniture and Supplies" which aroused books, Furniture and Supplies" which aroused the most spirited discussion of the meeting, centering around the question of free textbooks. Supt. L. L. Tyler of Traverse City, discussed "School Lunches." Prin. C. W. Mickens of the Thomson School, Highland Park, gave an address on "Janitorial Service" in which various forms of work are figured out on a common time basis and standards of achievement are established. It is thru this means the number of ignitors necession. is thru this means the number of janitors nece any certain building is determined. J. L. Fuller, expert heating engineer, discussed in a popular way the subject of "Heating Eco-

The meeting then adjourned to the Michigan Union where a banquet was held. A most enjoyable feature of the occasion was the abundance of fine music furnished by The Young Ladies' Glee Club of the University School of Music.

Supt. T. J. Knapp, president of the Michigan State Teachers' Association, presided at he evening session. Brief, pointed reports were made by various standing committees of the parentassociation as follows:

Salaries, Supt. L. A. Butler, Ann Arbor. Measurement of Teaching, Supt. E. H. Drake, Kalamazoo.

Raising the Standards of Teaching, Supt. Emeritus H. M. Slauson, Ann Arbor. Cooperative Research, Prof. Guy M. Whipple,

Ann Arbor.

Publicity, Prof. J. B. Edmonson, Ann Arbor.

Mrs. Edith V. Alvord, member of the board of education of Highland Park, followed with an address on the subject, "Why Is a School Board?" It was suggested by an article similarly headed which appeared in the Independent magazine, and was a very complete and satisfactory answer to the latter, from the board member's standpoint.

On Tuesday joint sessions of the association and the Short Term Institute were addressed by Dr. Frank E. Spaulding, superintendent of the Cleveland schools and Dr. Louis M. Terman of Leland Stanford Junior University. Tuesday evening the Association was entertained by the University School of Music at a concert given by the Trio de Lutece.

Officers elected for the following year are: President, E. Schools, Holland. E. Fell, Superintendent of

Vice-President, George A. Dennison, Superintendent of Schools, Milan.
Secretary, H. C. Daley, Director of Surveys, Highland Park.

following resolutions were unanimously adopted:

Resolved, First, that the members of this Association do hereby extend grateful and appreci-

ative thanks to the president, Mr. Robert E.

Barber, for the excellent program prepared.

Second, Resolved that this Association believes most thoroly and indorses unqualifiedly the "publicity in school affairs" as outlined by Supt. Frank Cody of Detroit.

Third, Resolved that this Association places itself on record as favoring a uniform budget system well worked out to meet the requirements of the State and nation.

Fourth, Resolved that this Association request the incoming President to appoint a committee of three to report one year hence on a feasible plan for janitorial service that shall raise the standard of such service to the highest possible

Fifth, Resolved that a committee of three be appointed by the incoming President to cooperate with the State Department of Public Instruction in issuing a pamphlet of instruction on "Heating Economics" for general distribution to all the schools of Michigan.

Sixth, Resolved that this Association request the Department of Public Instruction to gather data on every economical and progressive phase of public school education going on in different school centers and that this gathered information be put out in pamphlet form for general distri-bution thruout the State. Seventh, Resolved that this Association request

the next session of the legislature to appropriate moneys for the purpose of codifying the school laws of the State and the child labor laws to the end that he who runs not only may but can read and understand.

Eight, Resolved that this Association recom-mend that the next session of the legislature shall enact a law making the same qualifications apply to the elections of school trustees and raising moneys for school purposes as applies to the legally qualified votes in all other elections.

Ninth, Resolved that this Association most heartily indorses the splendid and magnanimous spirit, foresight, wisdom and courage of the Board of Regents in selecting Dr. Marian L. Burton as President of the University of Michigan by offering him a salary commensurate with the offering him a salary commensurate with the highest and most important task now going on in America, as well as, a salary second to none

(Continued on Page 113)



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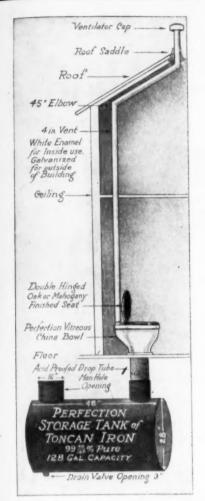
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(Continued from Page 111)

in the world and large enough to compel Dr. Burton to accept.

H. C. DALEY, Secretary.

SUBMITS TEACHERS EXPENSE BUDGET.
At a recent meeting of the Enderlin, N. D.,
Board of Education, Superintendent Sweetland

made report on the statistics he had gathered regarding the annual expenses in Enderlin of the teachers and others similarly engaged. In addition several women with experience in household management were asked to make estimates of what they thought the annual expenses of a young woman teaching or holding a similar position should be. The summary of the result is as follows:

	-	
	Teachers	Others
Necessities.	Estimates.	Estimates.
Board and room, 52		
weeks	\$550.33	\$518.82
Clothing	410.53	303.13
Carfare	42.10	\$50 to \$75
Physician and Dentist	47.50	26.82
Laundry	31.00	44.32
Postage and Stationery	17.50	10.45
Incidentals	38.33	17.00
Thrift-		
Insurance	12.50	22.63
Savings	Shown by 2	72.72
Interest on investment		
in Normal or College		
education at 6%	48.41	Few stated
Advancement-		
Books and Magazines	6.50	9.86
Beneficence	13.00	8.91
Clubs and Societies	2.00	5.09
Gifts	41.50	20.40
Recreations & amuse-		
ments	53.32	26.18
	Given by	Given by
Education	2 only	4 out of 11
Total Average Ex-		
penses	\$1,243.33	\$1,164.61

D

Y.

Several teachers worked together and estimated what they thought should be provided under each item. These results are not included in the teachers' estimates given above and run about \$234 higher. Superintendent Fulton of Wahpeton says their teachers' expenses are averaging about \$1,200; Superintendent Skeie of Wynmere reports \$1,130 for the teachers there. Superintendent Hanna of Valley City, who is making a study of the question over North Dakota, states that expenses are eating up the salaries. The averages given by the teachers here are therefore not unreasonable. Taking everything into consideration there was little difference between the average estimate made by other persons and the average made by the teachers as the estimate for clothing by two of the teachers was so much above the others as to increase the average by several dollars. On the other hand a large number of the outsiders made no provision for many of the items, while several figured on the teacher having a roommate to cut the rent in half. This could hardly be asked, however, as a teacher is entitled to some privacy.

The lowest complete estimate given was for \$786.50 and was made by one of the ladies of the town, who figured on the teacher having a roommate and gave nothing under insurance, savings or interest on investment in an education, altho she stated the investment in an education should draw 8% interest. The interest on \$500 for a year's education beyond the high school would amount to \$40. Add \$72 besides if the teacher roomed alone, would bring the total estimate up to \$598.50 if it were a grade teacher with one year of training and practically \$120 more if one had a four year college course. The same party estimated that if a teacher were efficient she should have from \$100-\$200 for each year of experience. As all of our present grade teachers have had at least three years' experience, this estimate would provide salaries of \$1,198.50 or better for them. One party estimated the expenses on a nine month basis, stating that most teachers stay at home during the summer or else earn enough to pay their expenses thru the summer season. It is a question, however, whether school districts should pay only such a salary to its teachers that the latter have to hustle around in the summer to make both ends

meet, or whether the salary should be such that a teacher may be able to spend some time in travel or in summer school work to better prepare herself for her classroom duties. At present, salaries here range from \$900 to \$945 in the grades or from \$75 to \$78.75 per month if figured on a twelve month basis. In the high school the average is slightly higher. The superintendent gave it as his opinion in his report that inasmuch as living expenses had at least doubled since the beginning of the war, that salaries should be made at least double what they were at that time. This would give a range of from \$120 to \$140 a month in the grades on a nine month basis or from \$90 to \$105 a month on a twelve month basis, no more than several of the clerks and stenographers in the offices here are earning. The Fargo schools have just established a schedule ranging from \$1,100 to \$1,500 in grades 1 to 6, \$1,200 to \$1,800 in grades 7 to 9, and \$1,300 to \$2,100 in the 10th to 12th grades. While Fargo pays slightly better than some of the smaller places of the state yet the Fargo schedule is a good illustration of the increase that is being made in teachers' salaries thruout the country.

### ERIE ADOPTS BONUS SYSTEM.

Every teacher in the school system of Erie, Pa., will be given a bonus of \$20 per month, effective for the whole year of 1920. Besides, the salaries are increased at an average of \$350 per teacher with a minimum and maximum scale as follows:

Class I—Minimum \$1,100, maximum \$1,250.

Class II—Minimum \$1,100, maximum \$1,250. Class III—Minimum \$1,505, maximum \$1,750. The increases are made at the rate of from \$50 \$75 a year until the maximum. Where teach-

to \$75 a year until the maximum. Where teachers hold exceptional degrees the maximum ranges from \$1,900 to \$2,600.

The salaries of grade school principals shall be as follows:

					Year	ly
			Min.	Max.	Incres	ise.
6	to	8	rooms\$1,500	\$2,100	\$50 to	\$100
9	to	12	rooms 1,650	2,300	50 to	100
13	to	16	rooms 1,775	2,500	50 to	100
17	to	20	rooms 1,900	2,700	50 to	100
21	to	24	rooms 2,050	2,900	50 to	100



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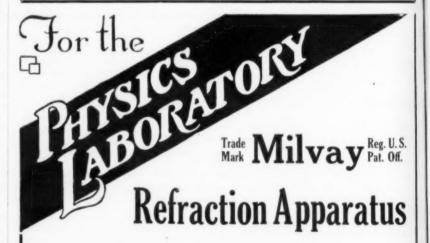
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# SUPREMACY

RESULTS of the International Typewriter Contest to prove quality of machine and skill of operator, held at the Annual Business Show in New York City October 20, 1919, have for the fourteenth time established the supremacy of the Underwood Typewriter in speed, accuracy and durability.

Every year for thirteen consecutive years in this contest the World's Champion has made his or her record on an Underwood machine.

This, the fourteenth year, and previous years the Underwood led because of its mechanical superiority which developed the necessary speed and accuracy.

The Thousand-Dollar Trophy Cup, the championship prize, was awarded to the new World's Champion Typist, William F. Oswald, who wrote at the rate of 132 words a minute. The cup will continue in possession of the Underwood Typewriter Company.

# Best Records are Always Underwood Records

SCHOOL ADMINISTRATION NOTES

The New York State Teachers' Association has petitioned for an educational plank in the Republican party platform. It is believed that with woman suffrage the 700,000 American teachers will secure full recognition for policies that will rehabilitate the profession.

The governor of Indiana has been presented

with the preliminary outline of modifications for the state teachers' retirement fund law. The outline is to be used as a basis for the reorgan-ization of the pension system. It provides for ization of the pension system. It provides for a more equitable proportion of contributions and for the placing of the finances on a safe basis. The work of revising the law is in charge of Mr. S. Herbert Wolfe, a consulting actuary of national reputation, who was appointed to make a study of the Indiana situation.

Antigo, Wis. A system of supervised study has been adopted by the board for the high school. The new plan is intended to relieve the congestion in the building.

Lawrence, Kans. The school board has ordered

U.S.

Off.

Lawrence, Kans. The school board has ordered survey of the educational system to determine the efficiency of the teaching and administrative

Fremont. Neb. Higher teachers' salaries and new school buildings were made the platform of Miss Elizabeth Forster, first woman candidate

for the school board.

Clarksville, Tenn. Mrs. F. J. Runyon, recently elected to the board of education, was received into full membership in the board on March 26th.

Mrs. Runyon is also the president of the first woman's bank in Clarksville.

woman's bank in Clarksville.

The Burlingame bills which are designed to reorganize the New York City board of education and to curb the power of the superintendent, have the support of the New York City administration. The bills provide for the amendment of the education law, permitting a paid board of three members, requiring the superintendent to perform his duties under the direction and control of the board, requiring that textbooks be designated by the board, and specifying that appointments to vacancies be made by the board from those qualified under the civil service rules.

City Comptroller Craig in commenting on the

City Comptroller Craig, in commenting on the

bills, points out that the school property has been steadily running down for several years under the old system. He shows that a system like that in New York of necessity requires a paid board whose members receive salaries and devote all their time to the needs of the schools. "It is manifest," said Mr. Craig, "that a board which is under the control of a one-man power like a superintendent, cannot be responsible for inefficiency."

The first week of April was observed as Educational Week at Wilson, Kansas. Wednesday night President Lewis of the Fort Hays Normal delivered an address on New Thoughts in Education, and Thursday evening Professor Parker of Hays spoke on School Consolidation. Following the speeches the audience visited the school display of work from all departments of the school after which they were served to punch and wafers by the Domestic Science girls. The week closed with an entertainment given by the music and public speaking departments of the high school. This program was arranged by Supt. A. M. McCullough for the purpose of arousing interest in the schools of Wilson.

Charles S. O'Connor, a new member of the Bos-The first week of April was observed as Educa-

Charles S. O'Connor, a new member of the Boston School Committee, has urged the elimination of all foreign language studies from the grades and that an equivalent amount of time be devoted to arithmetic, English, history and spelling.

A drive was conducted among the schools of the United States from March 22 to March 27th for the purpose of raising money for a \$250,000 statue to be presented as a gift to France and to be erected near the river Marne. Each child was asked to give only one cent to insure the raising of \$200,000 from the 20,000,000 school children. The statue which has already been begun, is the work of MacMonnies, a well known children. The statue which has already been begun, is the work of MacMonnies, a well known artist in France.

Muskogee, Okla. An "opportunity" class has been established in the Jefferson School where unusually bright or slow pupils may have individual instruction. The opportunity class furnishes an outlet for excess intelligence and enables the bright student to take more subjects at a time. The backward student can make up his lost work thru the opportunity class and

can thus save much valuable time. student is assisted to better work thru greater individual attention.

### Mr. Reed to Akron.

Rockford, Ill., is apparently fertile soil for producing big superintendents of schools. Only a few years ago Mr. R. G. Jones was snapped up by Cleveland as associate superintendent, to later become acting and presently active superintendent. Now another Ohio city, Akron, has employed Mr. Carroll R. Reed at a salary that a few years ago was considered attainable only in New York and

In his new work Mr. Reed has the good wishes of every schoolman who has observed his splendid record in Rockford. His initiative and his solid, steady building power are characteristics very much needed in school executives in these trying times.

### Personal News

Dr. W. C. Ryan has left the Bureau of Education, Washington, D. C., to become the editor of the school page of the New York Evening Post.

Mrs. Mary D. Bradford, of Kenosha, Wis., has Mrs. Mary D. Bradford, of Kenosha, Wis., has been unanimously reelected superintendent of schools for the next year, at a salary of \$5,000 per annum. In accepting the reelection, Mrs. Bradford has been assured of the hearty cooperation of the board in the splendid work she is doing, and of its appreciation of her administrative efforts in behalf of the school system.

C. C. Covey of Champaign, has taken charge of the Manafield schools to complete Mr. Gohn's

of the Mansfield schools to complete Mr. Gohn's

term.
Prof. W. F. Loner has resigned as superin-Prof. W. F. Loner has resigned as superintendent of the city schools of Grayville, Ill. Prof. Loner and family left for Alton, Ill., where he has accepted the principalship of the junior high school.

Prof. T. W. Barnett, former principal of the Grayville local schools, was appointed superintendent to succeed Prof. W. F. Loner.

The salary of Superintendent Arnold Gloor

The salary of Superintendent Arnold Gloor, newly elected head of the New Ulm, Minn., schools, was increased from \$2,600 to \$2,800. He declined to accept the position at the former



# Stop the Eye Fatigue

Eye strain and backward pupils often go hand in hand. Spending their school hours under an extremely intense or dim natural light, the work and health of the pupil reflects its effect. Proper regulation of natural light is therefore essential.

therefore essential.

Aerolux Ventilating Window Shades solve the problem perfectly. The thin, narrow linwood splints exclude the heat and glare—diffuse the light—eliminates eye fatigue, strain and increases the pupils' efficiency.

Made for class and assembly rooms, offices and halls. Simple to install and operate, practical, durable and economical. Always hang straight; no flapping in the wind. Finished in pleasing permanent colors. As one interested in the child's comfort you should investigate.

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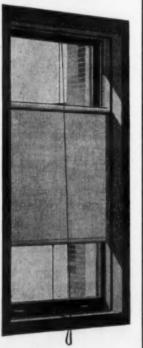
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TRANSLUCENT--NOT OPAQUE DULL FINISH-NO GLARE

If your school supply house does not handle our E L T Shades, write for our folder.

Upon receipt of a set of plans, or a list of window sizes, quotations will be furnished at once.



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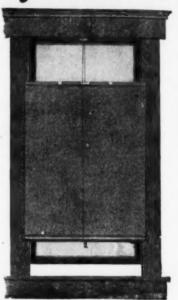






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The mechanical construction of Draper's Adjustable Window Shades is simple, positive in action and absolutely "foolproof." Any child can operate a Draper Shade without the slightest trouble. The rollers, which are specially built, are large and strong and are equipped with an oversized spring which insures the rolling and carrying qualities of every Draper Shade. There are no delicate parts about



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They are built in a sturdy manner and will stand the abuses to which school property is subjected.

Tell us how many windows there are in your school building, give us the size of the windows and our experts will be glad to make suggestions and quote you on equipping your building. This places you under no obligation to us.

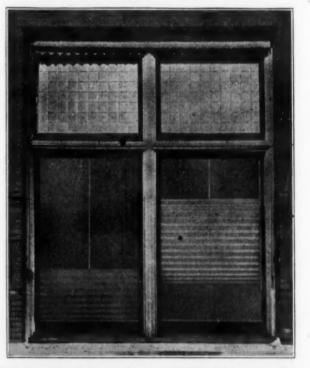
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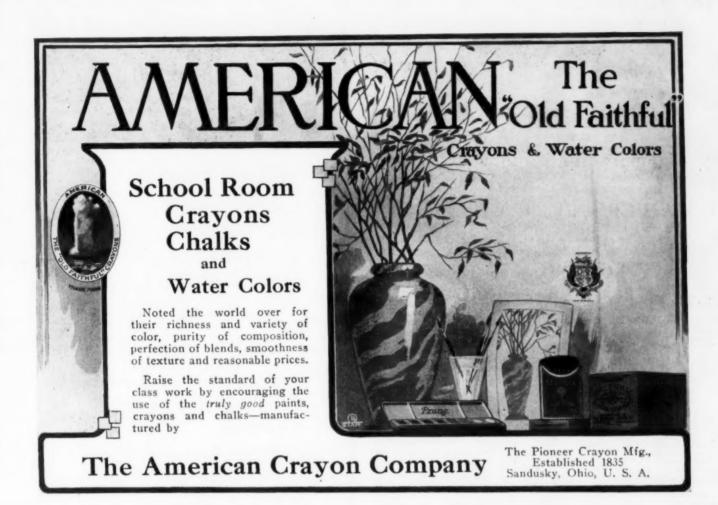
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PLATTSMOUTH HIGH SCHOOL

Adjoining the assembly room there are separate offices for teachers and for the principal.

The building is practically fireproof in construction. The exterior and interior bearing walls are all solid brick masonry. A good grade of pressed brick has been used for facing the outside walls.

The stairways, platforms and corridors are all of reinforced concrete construction. The finished floors in the corridors, the stair platforms and treads are covered with battleship linoleum. The floors in the vestibules and toilets are of ceramic tile with tile bases. The wood finish in the building is the best quality vertical sawed oak, natural finish.

Each room in the building is supplied with fresh air tempered by indirect radiation at the foot of the stacks. Because of the need for economy, the building at present is ventilated by a gravity system, but provision has been made for installing a complete fan system.

The mechanical equipment is of the latest and most modern type. The plumbing fixtures include sanitary bubblers. The lighting fixtures are of the semi-indirect type, and the signal system includes an electric program clock and bell system and inter-communicating telephones.

The building was designed by George Berlinghof, architect, Lincoln, Neb., and was built at a total cost of \$85,000.

## DELAWARE'S COUNTY SCHOOLS

tainments or dances, and for adult instruction in sewing, canning, cooking, etc., in summer months or in the evening.

The materials to be used in these buildings will be clapboards, or brick veneer on a frame structure. The roofs will be of shingles or

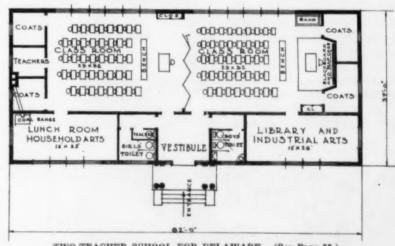
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slate. A paved space will be provided on the outside adjoining the building so that the children will always have a dry place for outdoor play during all periods of the year and during the muddy spring season. A number of different types of these schools will be built, which is necessary on account of the different locations of the building sites and their exposure to different points of compass. Everything possible will be done to construct the building so that the maintenance cost can be kept down to the minimum, and when completed the school will be finished in every way, including the land-scape work, walks, drives, etc.

The design of these rural schools represent a great amount of study and investigation. Many different plans were drawn and then changed to more nearly meet the views of the many educational experts and educational authorities to whom they were submitted for criticism. Perfection is not claimed for them, but they

do represent a high standard of plan and exterior design. It is hoped and expected that improvements will be made from time to time as the individual buildings are constructed. The greatest possible advantage will be taken of this exceptional opportunity to work out under actual operating conditions types of rural school buildings which will be at the same time practical and beautiful.

The outlook for the school children in the State of Delaware is a bright one. In a few years' time they will all be housed in new school buildings where it will be possible to give proper instruction under first class teachers. While the present conditions are not all they should be the defects are known and the remedy is available. The results will justify all the labor and money spent and make healthier and better educated citizens for the "Diamond State" and indirectly benefit the nation as a whole.



TWO-TEACHER SCHOOL FOR DELAWARE. (See Page 55.)

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The undergraduate colleges, the graduate schools and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Education,

Law, and Medicine. Ideal place for recreation as well as study. Golf, tennis, rowing, etc. Two great parks and Lake Michigan within walking distance.

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At the Forty-fourth Annual Convention of the New York State Shorthand Reporters' Association December 30, 1919, Mr. Nathan Behrin created a new World's Record in shorthand, by writing 334 words gross and 322 words net, a minute. The contest which was held under the auspices of the Certified Shorthand Reporters' Society, had been given wide publicity and was open to all, and writers of all the leading systems competed.

It is worthy of note that the record for solid non-court matter tests in this country is held by Mr. Behrin at 220 words per minute. The result of this contest furnishes further proof that the highest speed and accuracy is inalienable from Isaac Pitman Shorthand.

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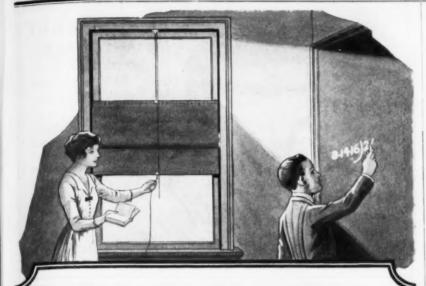


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# Protecting Young Eyes

Eye strain has been eliminated in thousands of our schools where Superintendents and Teachers have the true interest of their pupils at heart. How? By the use of Oswego Tinted Cambric or Triplex Opaque shade Stewart Hartshorn cloth mounted on the celebrated Hartshorn Two-Way

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pelled for insubordination. It is not advisable to publish every change in the teaching staff, and the individual salaries paid need not be announced, altho the salary schedule adopted by the board is properly a public matter. The big features of the work, those which will lead to a better understanding of some of the problems of administration, and that explain the efforts that are being made to surmount them, are good publicity material.

Persons having school board experience can recall unpleasant visits from angry parents or dissatisfied taxpayers who were unacquainted with the true state of affairs. The remedy is found in publicity and candor. Invite the visitor to come to the board meeting and state his

The proposition has been proven many times. No board of education, whether it governs a group of one-room schools or an elaborate and expensive metropolitan system, can lose by taking the citizens into its confidence. And the gain is certain. The trouble of preparing material for publication will be repaid in greatly increased interest on the part of the taxpayers, in a clearer understanding of the difficulties of the board, and in the gradual growth of a spirit of mutual helpfulness on the part of the parents and teachers that will make for better schools.

PRIVATE SCHOOLS AND THE LAW (Concluded from Page 42) which held some of its money as trustee, enough of its funds to pay for some land on which it proposed to erect school buildings in disregard of the above law, commonly known as the "Holland Bill." The trust company refused to turn over the funds demanded alleging that the "Holland Bill" had not been complied with and that

it would be unlawful to establish the school without first complying with it. Affirming the judgment of the lower court holding the "Holland Bill" invalid and allowing the Lincoln Institute to recover the funds in question, the Kentucky Court of Appeals said:

"Unless it can be shown that the establishment of such an institution is in some way inimical to the public safety, the public health, or the public morals, the act which forbids its operation is an exercise of arbitrary power. What good reason can be given for prohibiting the exercise of such a charity, unless it can be shown that education, supplemented by religious training, may be in some way an evil to society? Does not the mind of every virtuous and right thinking person at once admit that the contrary is true? Do we not know that religious educational training has a tendency to make men more industrious, more virtuous and better generally, morally and physically? What would be thought of an act which prohibited the farmer from cultivating a piece of land of greater extent than seventy-five acres without the permission of his neighbors? By what argument could an act be supported which prohibited a manufacturer from working more than a given number of artisans? And yet it is seriously contended that a school which tends to make religious, upright, educated citizens may be prevented under the police power of the state as a public nuisance. Education strengthens the mind, purifies the heart, and widens the horizon of thought. It magnifies the domain of hope, multiplies the chances of success in life, and opens wide the door of opportunity to the poor as well as to the rich. It makes men better husbands, better farmers, better citizens. It is not doubted that the legislature, under the police power, may

regulate education in many respects. It may prohibit the mingling of white and colored children in the same schools or in schools of immediate proximity. Perhaps it may be within the police power to prohibit the co-education of the sexes; but to arbitrarily prohibit education is in direct violation of the Bill of Rights" (29 L. R. A. N. S. 53).

WHY REEMPLOY BEST TEACHERS

(Concluded from Page 44)

Despite the soundness of the principles and policies advocated in preceding paragraphs, it would be unwise to ignore the fact that there are states in which it will undoubtedly prove impractical, if not impossible, to put these policies into effect. It is searcely to be expected that Massachusetts, which today derives more than ninety-seven per cent of her school moneys from local taxation, and which for centuries has placed an overwhelming proportion of responsibility, both for the support and for the control of schools, with local units, will be able overnight to reverse policies and customs of immemorial lineage.

A detailed answer is not possible here, but at least two policies may be suggested: (1) let the state furnish for every community a sufficient per cent of the total cost of the public schools to enable the state to control the local situation as far as it relates to the quality and quantity of instruction per child; (2) let the state department of education be provided with a school equalization fund in addition to all other school funds, sufficient to enable the state to even out all inequalities of school financial burdens. The first of these proposals involves the formulating of a scientific and just method of apportioning school moneys and the establishment of definite requirements to be fulfilled by the local units as conditions of state grants.

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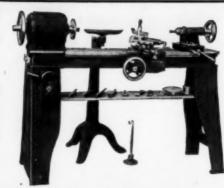
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# FROM A COUNTRY SCHOOL MASTER'S NOTE BOOK

(Concluded from Page 28)

while both women lay all the blame on the Kelly girls, who got up the party.

And yet I think these two little fellows got more out of the meeting than anybody else. Just think. This was their first real contact with the outside world.

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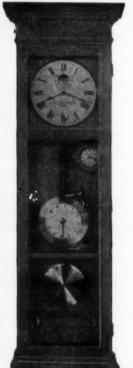
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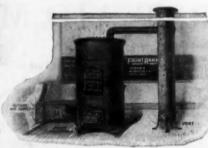
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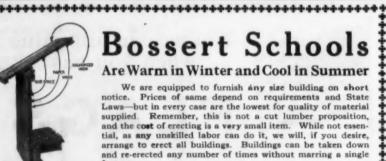
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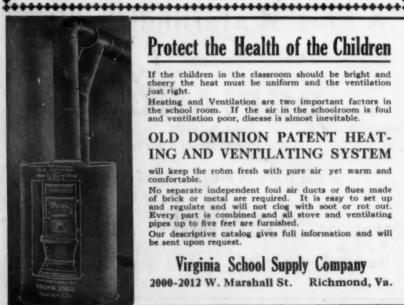
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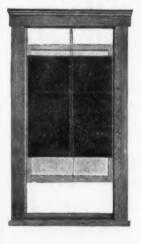


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The wife of a well-known educator tells this

story about her husband:

As I was cleaning my garret one rainy day I determined to attack a long neglected pile of my husband's books, dust them and pack them away. They were mostly the old school-books and copy-books that had been the companions of his boyhood, some of them very interesting old treasures. Among the lot was one which particularly attracted my attention. It was a little old copy-book, bound rather nicely in brown leather, copy-book, bound rather nicely in brown leather, and on the outside was written in a somewhat unsteady, boyish hand, "Ideas." The title aroused my curiosity and I turned the pages, carefully scanning every one, wondering what great ideas he could have had at that early stage in his career. Every page was blank.

Not Vocational.

In New York City cooperative classes have been developed to a considerable degree. The boys and girls work in pairs—one week in school, the other in some office or factory. Recently the class advisor in one of these classes took a girl in hand concerning her work and her oppor-

tunity in a large export house.
"Don't you think, Agnes", she said, "that Spanish would help you in your work?"
"Well," answered the girl, "I guess that won't be necessary. None of the nice young men in the office are Spaniards."

The children were seated at the dinner table when Billie, aged 7, said: "Mother, I can spell sour milk" and proceeded to spell it.

Little Alice Mary, aged 5, jumped up and said: "Now, Billie, can you spell milk that ain't

And Billy promptly spelled S-w-e-e-t M-i-l-k.

Wrongs of the Poor.
Departures from the old way in things educational come in for hard raps, first and last, but not often are they assailed as in this letter which a glowering boy handed to his teacher the other day.

day:
"Madim you kepe teling my son to breeth with
"boys and girls all has dierframs but how about when their father only makes 2 dollers a day and theres 4 younger I tel you its enoug to make everybody socialists first its one thing and then its another and now its dierframs its too much."-Woman's Home Com-

A Poor Thing.

Mrs. Prof—My husband's so careless. His buttons are forever coming off.

Mrs. Prex (severely)—Perhaps they are not

sewed on properly.

Mrs. Prof—That's just it. He's about his sewing.—Michigan Gargoyle. He's so careless

The inspector was examining the class in geography, and, addressing a small boy in the back row, he asked:
"Now, sonny! W

"Now, sonny! Would it be possible for your father to walk round the earth?"
"No, sir!" replied the boy, promptly.
"Why not?" asked the inspector.

"Because he fell down and broke his leg yesterday."

Ignorant Teacher!
"What did you learn at school today, dearie?"
asked the mother of little Mabel when the child

"I didn't learn anything," was Mabel's disgusted reply. "There was a woman there that didn't know a single thing. I had to tell her everything."

An Infant Solomon.

"Now, boys," said the schoolmaster, "suppose in a family there are five children, and the mother has only four potatoes to divide between them. She wants to give each child an equal share. What is she to do?"

Silence reigned in the room. Everybody was calculating diligently. Finally one little boy put up his hand.

Well, Johnny, what would you do?" asked the teacher.

"Mash the potatoes, sir."-Y. C.

Seemed Reasonable.

Johnny had written a composition in the narrative style, and was showing it to his mother for her approval before submitting it to the

"Here's a sentence that will not do, Johnny," she said, as she read it: "'When the man found that he had called at the wrong door he politely explained himself away.' A man can explain a thing away, my dear, but not himself."

"I don't see why," contended Johnny. "A man can be himself out san't he?"

can bow himself out, can't he?"
"Certainly."

"Then why can't he explain himself away?"-Youths Companion.

Remove Factory.

The J. C. McFarland Company, manufacturers of the Wilson Reverso Window and of the McFarland Blaze Extinguishers, have recently removed their offices from 27th and South Wells Sts., Chicago, to 520 West 36th Street, Chicago. The new location gives the firm enlarged facilities for manufacturing and distribution of its well known products. well known products.



Becomes Educational Manager.

Mr. W. H. Maddock has recently been appointed General Manager of the Educational Department of the G. & C. Merriam Company, Springfield,

Mr. Maddock has been western school repre sentative for the Webster Dictionaries during the past twenty years and has made his headquarters in Ohio. He will now have entire charge of all the school sales for the firm and will make his home in Springfield.

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OPENS NEW SALES OFFICE.

The American Crayon Company has recently centralized its eastern selling organization in the Bush Terminal Sales Building, Forty-second Street, east of Broadway. The firm will thus have its eastern sales and export departments lo

have its eastern sales and export departments located in the same building with the famous permanent sales exposition.

The company found its inception something like a hundred years ago, when a young farmer named Zenas Parmenter conceived the idea of replacing the rough and gritty lump chalk then in use by something more serviceable. He reduced the natural shall to provide and recent duced the natural chalk to powder and recast the same in wooden moulds, into usable form, by

baking it.

At that time the principal market was the city of Boston which had a population of 75,000 and New York City, which had a population of about 300,000. In the evolution of the business, improved machinery supplanted the wooden devices and adequate furnaces took the place of the family over

family oven

In 1835 the enterprise was fully established son of Zenas Parmenter and the descendants of the Cowdery-Curtis families became the originators of the Waltham crayons. The name was

nators of the Waltham crayons. The name was adopted because the Parmenter family originally lived in Waltham, Mass.

For some years the firm's main factory has been located at Sandusky, O., but its original factories at Waltham are still in operation. The opening of the new New York sales office is simply a step in the development of the first and largest manufacturers of American converte. largest manufacturers of American crayons.

A SERVICE BOOK ON SLATE.

The Structural Service Bureau, Philadelphia Pa., has just issued a valuable service book or Pa, has just issued a valuable service book on natural slate for blackboards and is prepared to send copies to school authorities, building contractors, and school architects. There has been a need for years for a publication of this kind which would contain technical data on the physical characteristics of slate, the methods of quarrying, the preparation and finish, etc. The present building contains this information, but is the properties of the present building contains this information. quarrying, the preparation and finish, etc. The present bulletin contains this information and in addition exact information concerning the location and size of blackboards for the various types of classrooms and schools, the height of slabs and chalk troughs, the legal requirements for the use of blackboards, etc. The pamphlet closes with detail drawings for four typical methods of installing slate blackboards, basic specifications and complete directions for setting boards. boards.

The pamphlet is a convincing document con-cerning the desirability and the utility of slate for blackboard purposes and should be found in every school board office.

ANNOUNCING THE SANI PRODUCTS COMPANY.
A new organization, the Sani Products Co., has

A new organization, the Sani Products Co., make the formed for merchandising the entire catalogued products of the Marietta Manufacturing Co. of Indianapolis, Ind., and the Chicago Hardware Foundry Co., of North Chicago, Ill.

Sales and display rooms and general offices will be located at 209 W. Randolph St., Chicago, Ill.

The organization will be completed June 1st.

Mr. C. Marks, who has been associated with

Mr. C. G. Marks, who has been associated with the Chicago Hardware Foundry Co., for the past twelve years and general sales and advertising manager for the past four years, will be general manager and director of sales for the new or ganization. By the combination of selling organ-ization under one head, service to the trade will be greatly improved.



Aint It A Grand and Glorious Feeling?

-Briggs, Chicago Tribune

# School Goods Directory

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E. W. A. Rowles Co.
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BLACKBOARDS—NATURAL

BLACKBOARDS—NATURAL
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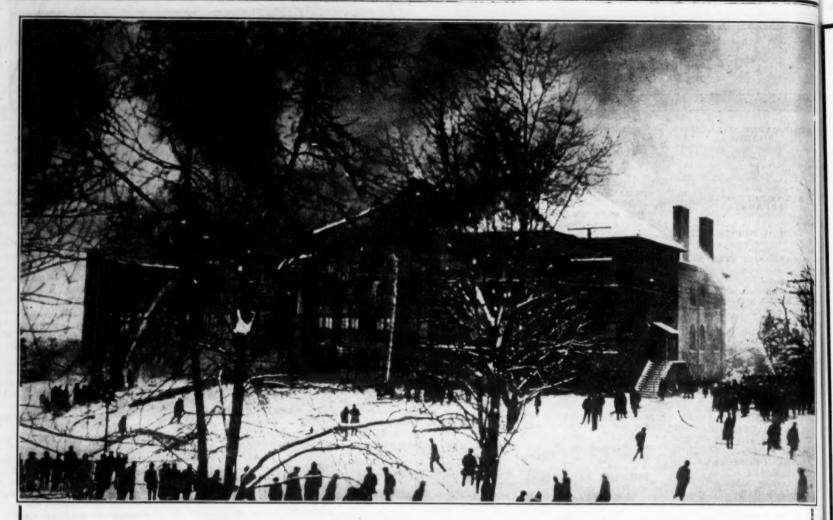
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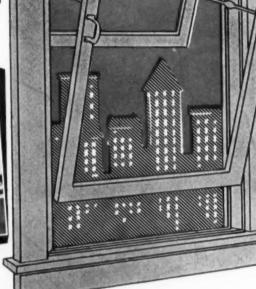
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